

# National Parent-Teacher

*The P.T.A. Magazine*

March 1956



# Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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THE P.T.A. MAGAZINE

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**Contents FOR MARCH 1956****The President's Message**

The Case of the Missing Voter..... Ethel G. Brown 3

**ARTICLES**

Helping Them over Hurdles..... Evelyn Millis Duwall 4  
 Vaccine Versus Virus: The Polio Story So Far..... Henry F. Helmholtz, M.D. 8  
 Junior Achievers in the Family..... Alice Sowers 12  
 How Good Are You at Communication Shopping?..... William D. Boutwell 16  
 Jottings on a Journey: Health Report from Asia... Jennelle Moorhead 20  
 How To Love a Country  
 7. Adventures To Fit the Dream..... Bonaro W. Overstreet 24  
 Resources for Parents..... Ralph H. Ojemann 29  
 A Safety Charter for Children and Youth..... 37

**FEATURES**

Worth a Try..... 11  
 Notes from the Newsfront..... 15  
 N.P.T. Quiz..... Reuben Hill 27  
 For a Lifetime of Mental Health: Study-Discussion Programs  
 Ruth Strang, Bess Goodykoontz, and Evelyn Millis Duwall 32  
 Books in Review..... 35  
 P.T.A. Projects and Activities..... Seymour Edleman 36  
 Motion Picture Previews..... 38  
 Design..... Igor de Lissovoy  
 Cover Picture..... Luoma Photos

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Of interest to all *National Parent-Teacher* readers was the meeting of parent-teacher workers that took place in Chicago early last December. This two-day promotion conference was attended by state magazine chairmen (do you recognize yours?), magazine directors, and other members of the National Board of Managers. They came to exchange ideas on how to make the *National Parent-Teacher* more widely known and used throughout the length and breadth of our land.

Here we see most of the participants as they paused in their animated discussion long enough to have this picture taken.





## *The President's Message*

### *The Case of the Missing Voter*

SLAVERY? IN THIS COUNTRY? That's over and done with, you say. We crossed that bridge a long time ago. An Emancipation Proclamation was issued. Constitutional amendments were passed. The auction block has gone.

Even so, thousands of Americans still sleep out their lives in bondage. Of course they give silent consent to the bondage, but it is no less pitiable for being a voluntary servitude.

They may think they are free, this group of Americans. If anyone should dare to suggest to them that they enjoy anything less than all the liberties that belong to American citizens, they might respond with indignant denials.

But they are shackled just the same. Someone tells them what to do—from where they may park their cars to how much of their money they may keep and what may be done with the money taken from them. Certainly it is right to set up the safeguards necessary for our personal and national security. What isn't right is the refusal to have a vigorous voice in all matters that affect the general welfare.

Does this passive compliance pass for freedom? Or is it (and shall we here use the word we thought we'd buried in the history books almost a century ago, a word that may bring a wince)—is it slavery?

WHO ARE these twentieth-century bondsmen? They are the Americans who do not vote, who do not use one of the hardest won instruments of democracy, the ballot box. They are the Americans who, surrounded by lofty monuments to freedom, never stretch to the full stature of free citizens.

It might be possible to shrug off the indifference of these countrymen of ours—except that their supine disregard of their own welfare endangers the rest of us. The silent citizens, the do-nothing citizens, the stay-at-home-on-Election-Day citizens can, by default,

threaten the very foundations of our liberty. Only if all citizens cast considered ballots can we be sure that the desires of the majority will be known and the rights of the minority safeguarded.

What is the meaning of Election Day? The citizen goes to the polls. He marks a ballot or steps up to a voting machine and pulls a lever. What is he really doing? Is he engaging in anything more meaningful than an exercise in making X's or clicking knobs?

WE BELIEVE he is. For one thing, Election Day, the ballot box, and the voting machine all represent a method of deciding issues and choosing spokesmen. They represent a method of substituting canvass for combat. During the next few weeks the polls will be open, calling for a declaration of the people's will. If our kind of government is to operate justly and successfully, every citizen must go to the polls.

The ballot box is a philosophy of government in action. Every time a voter pulls a lever in a booth, his action says: "This is our government. The people run the government; the government does not run the people." This is something worth saying, something worth saying by voting. It is worth remembering at the polls on Election Day—and every day. Be sure that you register this spring, and urge your friends and neighbors to do so. It is the pride of free men that they can speak up, have a say in their government. For a government is democratic and representative only to the extent that its citizens speak up at the polls.

*President, National Congress of Parents and Teachers*



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# HELPING

*This is the seventh article  
in the 1955-56 study program on  
adolescence.*

**Evelyn Millis Duvall**

TINY SWIRLS OF STEAM went up from cups of hot chocolate on a table at Smitty's Teen Town—five steaming cups, one for each member of the Stevens High debating team.

"Sure hit it lucky at the library today." Larry gave the rubber band around his bulging notebook a triumphant snap.

"Three hours, and see what we have!" Sandy surveyed the pads and folders crammed with notes the team had pulled together.

"Quite a stockpile," agreed Larry. "The other team can't spring a thing on us. We're ready for anything."

A reflective pause followed.

"Know something?" Janet lowered her spoon into the chocolate foam. "I'm going to miss this team."

Larry set his glass down quickly.

"Say, you're not quitting?"

"No, not quitting. Just thinking. I'm a senior, remember? I'll be graduating. These sessions at Smitty's—I'm going to miss them most of all."

"They've been fun." Ronnie stuffed his freshman cap into his pocket.

"More than fun. They've given me a chance to hash over some of the ideas that have been bothering me," said Janet.

Susan reached for the sugar. "We do get down to brass tacks pretty often here at this table."

"I think I would have burst without this chance to talk to somebody. I mean serious talk, not just chit-chat. We've mulled over just about everything—graduation, jobs, politics . . ."

"The draft, allowances, dating, religion," the others chimed in.

"And even poetry—from Longfellow to Dylan Thomas," added Janet.

"One thing *I've* learned is that other people have troubles too." Sandy unbuttoned the bulky sweater that proclaimed him a sophomore. "I never thought you were shy, Susan, till you told us how you hate walking in to a party."

"Just goes to show that people can be in the same boat without knowing—" Susan looked up and smiled at a newcomer. "Hi, Mr. Benson."

"Hi, debaters," he called out. "How's the argument shaping up?"

"Great. We really hit the jackpot at the library."

"Sounds good. I'll take a look at your outlines on Monday. Just stopped in to pick up some ice cream."

"Now there's a teacher!" Ronnie announced.

"Remember the day he sat down with us here and talked about Roman history?"

"Made it as exciting as baseball," Ronnie pronounced with the authority of a bat-and-glove enthusiast. "And you want to know something else? He's one guy you can talk to. I've been to see him a few times. He's never rushed. You come in, and he just sits back and listens. He lets *you* talk. And he's never once said to me 'You're still wet behind the ears, kid,' even if I am just a freshman."

"He wouldn't. Not Mr. Benson." Larry ran his fingers through his thick hair.

"And you walk out of his office feeling good," said Sandy.

"I know what you mean," Larry nodded. "I've gone to see him once or twice. Just knowing he's there is something."

# THEM OVER

# Hurdles

"Funny thing," Ronnie went on. "I can't really put my finger on any advice he's ever given me. Yet somehow after I talk to him things seem clearer, and it's easier to go ahead."

"I feel the same way about my mother. But—" Janet hesitated, "there are some things I'd rather talk over with someone who isn't family."

Ronnie shrugged his shoulders. "When I ask my mother for advice—I do sometimes—she says, 'What advice do you want? Tell me and I'll give it to you because you'll do what you want anyway.'"

"That's a big help." Sandy's voice ranged unsurely from tenor to alto.

"Oh, she knows me. Even when I ask for advice and get it I don't always follow it."

"You want help, and at the same time you don't want help," said Janet.

"My father puts it pretty well," Larry mused. "When I go to him he says what I really want is help to see a problem, not be told what to do."

"That's it! That's hitting it on the head!" Ronnie punched a hard right fist into his left palm as if he were warming up at the pitcher's plate.

"We look at it together—Dad and I—from every angle. Then he leaves it pretty much up to me to decide. That is, most questions. On some things he's very, very firm. Like taking the car. 'No junior license for you,' he says. 'No, sir. You'll have to wait.'"

"Maybe your dad is right about the car," said Susan musingly. "But just the same I don't like always being told whom to date and what time to get in. If someone wags a finger under my nose and says 'You gotta do this or that' I go into a slow burn. My brother takes one look at me and says 'Let me out of here. I smell smoke!'"

"Speaking of your brother, Sue, I hear he's getting married." Sandy's comment was partly fact and partly question.

"My mother and father tried to get him to wait. He wouldn't listen. Six more months of school to go. He says he wants to marry Dot before he is drafted. He says that after all it's his life, and Dot and he can work out their own problems."

"From the time we were little kids playing house my mother used to tell us that marriage was a pretty big step."

"I guess Bud knows that, Janet. So is going into the army a big step. He's usually a sensible guy. But he feels sort of pushed these days, and nobody can tell him anything." Sue twisted her napkin. "Oh, why does life have to be this way!"

Larry sat back, hands locked behind his head.

"Yeah. Life is tough most of the time, I guess. But maybe it doesn't have to be. Last week in English we had to write a theme on the kind of world we'd like to build. Miss Carter told us to let our imaginations run loose. She called it brain storming. 'Pretend that anything is possible,' she said. So I pretended. When my dad read the theme he said I pretended myself right up onto Cloud Number Nine."

"What kind of world would I build? I'll tell you. A world without war or capital punishment or slums. I'd send bulldozers over every slum in the world. Then I'd put up houses—with big rooms and plenty of space around them. Schools, too, and no double shifts. I'd give scientists all the money they needed to find a cure for cancer and other diseases. I'd have shorter working days so people would have time to do the things they like and have fun with their kids."

"Keep pitching, Larry," Ronnie urged.

"You're a utopian, Larry," said Janet. "The kind of world I want would be a world where you'd always be sure of having somebody understand you, somebody you could talk to about things like not having a date for the Junior Prom or enough money for a new formal. I want a world with plenty of places where kids like us could go and have fun without our parents telling us to watch our step. Oh, yes, and in my world I don't want to be told one minute 'Act your age; you're almost grown up' and the next minute, 'Remember, you're still a child.' But tell me, Larry, what else did your father say? Did he leave you up there on Cloud Number Nine?"

"Well, he did and he didn't. He said that public schools were once a dream, that abolition of slavery was once a dream. So was a vaccine for polio. He said



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there are still great dreams waiting for dreamers to make them come true."

Ronnie cupped his chin in his hands. "You know what my father would have said? What he says to me when I gripe about the crummy playground: 'You can't fight City Hall, boy.'"

Sue looked up at the clock. "I promised Mom I'd pick up the meat for supper. I'd better get going."

Larry picked up his folder. "We'd all better spend what's left of the week end polishing up the briefs and getting our ideas lined up. It's going to take a little doing."

**I**N THE HIGH SCHOOL around the corner from Smitty's Teen Town a group of parents had gathered for a regular meeting of their P.T.A. study group.

Clark Thompson, the school counselor, had joined them for the question-and-answer part of the program. As was often the case, he was drafted to lead the discussion.

"I see that some of you have already written out your questions. Here's a stickler: 'Is there anything at all a parent can do to prevent a sixteen-year-old boy from making a serious mistake? I've tried talking, but words seem useless.' Anybody want to try that one?"

"We don't know what the mistake is," Mrs. Carter observed.

"True. A great deal would depend on that."

"We can guess," Mrs. Carter went on. "The youngster may want to drop out of school."

"The parents could be worrying about his choice of the girl he is going steady with," Mrs. Johnson suggested.

"Or a career," her husband added.

The counselor nodded. "These are all possibilities.

Regardless of particulars, whenever youngsters are at the brink of what we consider a mistake it's not easy to know what to do—especially if we feel that the decision may affect their whole future."

"If you argue too hard for your point you may drive them to defy you," Mrs. Carter pointed out.

"But if you stand by," said someone in the back of the room, "you're haunted by the thought of the price a young person may have to pay."

"What appeals can we make?" the counselor asked.

"We might ask him to consider the family—all that his parents have done for him." The voice was tired and thin.

"That might make him hesitate," another voice shot back. "But it might also bring the answer: 'I didn't ask you to do anything for me. I have my own life to live!'"

"You could tell him to think of his own future, of his own self-interest. Often young people—particularly if they're about to be drafted—don't see any farther than the immediate situation facing them."

"Should we bribe youngsters to decide our way? A friend of mine had a son who made up his mind not to go back to high school at the end of summer vacation. He had a job that paid him seventy-five dollars a week and wouldn't give it up. Finally his mother promised him that he could have a second-hand car if he went back to school. He agreed, graduated, and went on to college. Today he is grateful to his mother for what she did. His life might have been quite different without that promise of a car."

"Maybe it wasn't as simple as it sounds," said Mr. Thompson. "The boy also had to choose between his job and his good friends at school. And maybe a car was what he wanted to keep up with the other boys—or be popular with the girls. It probably wasn't so much of a bribe on his parents' part as an understanding of some deep-felt need for status. But sometimes nothing we say or do seems to reach a child." Nods of vigorous confirmation met the counselor's comment. "What then?"

Mrs. Johnson shrugged her shoulders. "That used to worry me. Even now I still worry when I draw a blank, but I've learned to step aside. There are times when that's the only thing left to do—stand by quietly and trust that all we've taught our children about right and wrong will see them through."

"What you're saying is that we help in every way we can, but at some points in this sort of 'second weaning' we have to step back and let the youngsters make a few mistakes—and, we hope, learn from them," the counselor added.

"Why are we so anxious about our teen-agers anyway?" asked young Mrs. Barnes. "We let a baby take a few tumbles when he's learning to walk. Why are we so much more worried about the tumbles young people have to take?"

"We're sure of Baby," Mrs. Johnson had seen four



boys safely through babyhood. "We are with him all the time. We can arrange to cushion his falls. And we can keep him in sight. But the teen-ager isn't so easy to keep an eye on. So you worry."

The counselor picked up another slip of paper. "Here's a question that's tied up with all this: 'Our daughter is seventeen. When she's a few minutes late coming home from a date her father makes a scene. How do other families handle this problem?'"

"We've got to trust our youngsters." The confident voice was Mr. Johnson's. "We do the best job we can from the very beginning. We give them, bit by bit, the freedom their years and experience call for. We can't wait until adolescence to prepare them for adolescence. We have to prepare them all along, train their emotions as well as their minds." Hands clapped in unanimous agreement.

"Here's a question that seems to be directed to a counselor: 'Do you think an outsider can help children more than members of the family can?' And I'd answer 'Possibly. Sometimes. It depends.' If a parent has won his children's confidence through all the years before adolescence, then he will go on enjoying their trust and respect.

"At times, perhaps, an outsider—a scoutmaster, a teacher, a counselor—will be able to do what parents can't. But every young person should have the feeling that when he is really up against it, his parents are still the ones he can turn to without fear or shame.

"Maybe we should remind ourselves that even when a child does something we dislike we love him just as much. That's the way we feel about babies and young children. We ought to feel the same way about teen-agers—make them secure in our love for them.

"Of course, there will be times when, for the youngster's own protection, we have to say 'No!'—without argument or compromise. But, again, if they know we love them they'll accept the no.

TIME's running short, but we can take one more question. This may have a familiar ring for some of us: 'My youngsters come to me for advice, yet when I give it they go on and do exactly as they please. Should I save my breath to cool my porridge?' I'm not sure what an authority on etiquette would reply, but that's a bit beside the point here.

"One thing I suggest is to avoid yes or no answers. Help the teen-agers work out their own solutions. Go over the problem with them. You could even list all the possible solutions—and the pros and cons of each.

"Another minor suggestion: When you're giving advice, solicited or unsolicited, you'll probably have a more attentive audience if you leave out the lament, 'Now when I was your age . . .' What usually follows that opening? 'I was striking out on my own.' Or 'I was earning a living.' Or 'I had to toe the mark.'

"Did your parents ever say something like this to you? Do you remember how you resented it? If we're

going to help young people over hurdles we'll have to throw away that old cry of 'Things were different in my day.' Of course they were. We'll also have to throw out 'When I was your age . . .' We may have been their age, but we weren't living in their age.

"Oh, yes, one other thing to be thrown away is 'You'll get over this. I know what I'm talking about. Just forget—' whatever it is you'd like them to forget. Of course they'll get over some of these adolescent hurts, but that doesn't lessen the intensity of what they feel now or the need for patient, tactful understanding. It's the way they learn to handle pain at this time that may determine how much conflict they can take later, the strength or weakness they'll show.

"Now I'd like to mention something I've noticed in my own work. Most of the students who come to me want a chance to talk—to unload their minds. What they're looking for, more than anything else, is a good listener. So the wise parent listens when his children talk to him. Sure, they have plenty to say. Their ideas are fresh and idealistic. Maybe they make us feel guilty about the failure of our idealism.

"When they come in with their big, sweeping ideas that range the universe, the very scope of their ranging may tire us out. They're inexperienced, we tell ourselves. They don't know the long and tedious and costly struggle it takes to bring about changes. And there may be times when we'd like to shut them up with, 'You can't fight City Hall!'

"Yet the nobility of youth lies in their surging eagerness, in the leaping pace of their minds, and in their feverish desire to discover for themselves rather than to accept the knowledge life has taught us, sometimes with pain. Headlong, reasonless at times, apprehensive at one moment and cocky the next—yes, but with all that the continuous hope of the human race.

"In winding up I'd like to say that we can make no sweeping generalizations on giving advice to teen-agers. Much depends on the young people themselves. Maturity varies. Some people are mature at seventeen—more mature than a lot of people at thirty-four. We have to know our own adolescent and what he's capable of. And we have to know ourselves. Are we the kind of people who've really been unobtrusive teachers all the years our boys and girls were dependent on us? Are we the kind of people they can continue to turn to, the kind who don't scoff, never ridicule, who really take them seriously? If we are, then we are the kind who can offer the encouragement, reassurance, and counsel that will help our boys and girls over the hurdles."

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*Lecturer, counselor, and mother of two married daughters, Evelyn Millis Duvall is one of our foremost authorities on parent and family life education. A new and revised edition of her book Facts of Life and Love for Teen-agers (which, her publishers tell us, has broken all records) will be released shortly.*



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## Henry F. Helmholz, M.D.

*Emeritus Professor of Pediatrics, Mayo Foundation, University of Minnesota, and Chairman, Committee on Health, National Congress of Parents and Teachers*

# Vaccine Versus Virus

IN 1954, four hundred thousand children were vaccinated with the Salk vaccine without an untoward incident. Studies of this mass use of the vaccine showed that effective, safe vaccination is now possible. What improvement in the formalized vaccine or what new product will come in the future we do not know, but as of now we have one that works.

The unfortunate experience of the 1955 vaccinations in California and Idaho has raised in the minds of parents the question "Shall I have my child vaccinated?" My answer is a decided "Yes." In its present status, vaccination against polio is a calculated risk, as is almost everything else in life, from playing football to driving an automobile. But it is a welcome risk when we compare it with the risk of paralytic poliomyelitis.

We all know in a general way what polio is and what it does. It is caused by a virus about a millionth of an inch in diameter. Most scientists who have studied the subject believe that the virus almost always enters the body by way of the mouth.

Once inside, the virus moves to the intestinal tract, where it multiplies. A small amount of virus entering the body can multiply into a large and dangerous amount.

You might suppose that, since this occurs, every youngster who gets polio virus into his system would become paralyzed. But this is not so, and the reason

## *The Polio Story So Far*

is that human beings (like all other living creatures) possess built-in defenses. We have a wide variety of defenses against all kinds of possible dangers. If it becomes cold, we shiver to keep warm. If it is hot, we perspire to keep cooler.

Bodies also develop a special defense against polio. When the virus reaches us, we start to produce antibodies that have only one objective in life: to destroy polio virus and keep it from doing harm. The virus, as we have seen, multiplies in the intestinal tract and gets from there into the blood, whence it is carried to many parts of the body. If it breaks through into the nervous system and attacks the cells that control muscles, paralysis is very likely to

result. If, on the other hand, the polio virus gets into the bloodstream and there meets enough antibodies, it will not break through into the nervous system and destroy nerve cells.

Some youngsters, when they are infected by the polio virus, can produce antibodies fast enough to protect themselves against paralysis; others do not.

From all this, you can see that if a youngster has produced protective antibodies *before* polio strikes the nervous system, he should be safe from the paralysis of the disease.

This is what scientists have long hoped to do with a vaccine. They have sought to treat polio virus with chemicals to make it safe, yet leave it the ability to spark the human system into making antibodies.

## Years of Test and Trial

It has been forty-five years since a European scientist first tried treating the polio virus with formaldehyde to make a vaccine. In 1953 Jonas E. Salk, M.D., of the University of Pittsburgh, announced that he had refined this method and that early tests with a vaccine he had made had proved effective in stimulating antibodies.

Although most parents have become familiar with the Salk vaccine story since that time, I think we should review the experience with the vaccine because it is on the basis of that experience that mothers and fathers—and physicians, too—now have decided to go ahead.

We have actually had three years' experience with the vaccine. The first was 1953, when the early vaccine was administered by Dr. Salk himself to about 10,000 children in the Pittsburgh area. The second was 1954, when the vaccine was given to about 440,000 children as part of the nation-wide field trials. The third was 1955, when about 7,000,000 children throughout the country were vaccinated with material provided by the National Foundation for Infantile Paralysis, and about 3,000,000 more with vaccine available through other channels. The vaccine was also widely used during 1955 in Canada and Denmark.

We can treat the 1953 experience briefly. There were no serious reactions of any sort among the children receiving the vaccine, and studies of the antibodies they developed indicated that good protection against paralytic polio was probable.

In 1954 the Salk vaccine underwent the most extensive field trial in the history of any new immunizing agent. Vaccine was given to the 440,000 children, while other groups received either a "dummy" vaccine or nothing at all. Altogether 1,830,000 children participated in the study.

During the late summer and fall of 1954 and into the spring of 1955, the results of these field trials were weighed by Thomas Francis, Jr., M.D., of the

University of Michigan, and a team of experts. Each case of reported polio among the study children was traced. (Some turned out not to be polio at all.) Every youngster who was reported to be paralyzed was carefully examined.

The results were tabulated and analyzed and announced on April 12, 1955. The vaccine worked. It was safe, potent, and effective. Figures on all children, vaccinated and unvaccinated, showed that Dr. Salk's vaccine in 1954 had an effectiveness of about 62 per cent against paralytic polio.

## Measure of Success

Perhaps it would be well to explain just what the *percentage effectiveness* of a vaccine means. Scientists take two groups of people, vaccinated and unvaccinated. The groups have to be as nearly identical as possible. They have to be the same size, and they must be large enough to make sense. Two groups of three people each would not mean anything, since all concerned might very well go through the season without polio anyway.

The two groups are watched through a polio season (or longer). If there were fifty cases of polio in the unvaccinated group and none in the vaccinated group, it would be said that the vaccine was 100 per cent effective. If there were fifty cases among the unvaccinated group and twenty-five among the vaccinated, then the vaccine would be 50 per cent effective. From a practical standpoint no vaccine is 100 per cent effective; some cases of the disease will occur, even in vaccinated persons.

The year 1955 has not been over very long, so we do not yet have effectiveness reports on the use of the vaccine for every state. In November, however, Alexander Langmuir, M.D., of the United States Public Health Service, reported on preliminary findings for eleven states. His figures showed that vaccination prevented about 76 per cent of paralytic polio in those who received it, even though most children had only one of the recommended three shots of the vaccine. In New York City, for example, the rate of paralytic polio among vaccinated children was 13.3 per hundred thousand. Among the unvaccinated it was 63.1.

Based on these and other figures for the year, it has been estimated that between twelve hundred and thirteen hundred youngsters were saved from paralytic polio last summer. Next year we should do much better.

Since the Public Health Service report was announced, figures have been received from the state of Massachusetts, as the result of a special scientific study supported by the National Foundation for Infantile Paralysis. The figures show that a single injection of vaccine proved to be about 60 per cent effective against paralytic polio. This finding is of



© National Foundation for Infantile Paralysis

particular interest because the severe epidemic in Massachusetts last summer was due almost entirely to Type I polio. It was against this type that the vaccine used in the 1954 trial was least effective, because of a weakening preservative used at the time.

Most of the children in Massachusetts, like those in the other states, had only a single shot of vaccine. The results in their state, therefore, show that one injection of the 1955 vaccine gave as much protection as did three injections of the 1954 vaccine. How to interpret this fact is still questionable.

It is clear that the vaccine is effective in preventing paralytic polio. Even with incomplete series of injections this year it protected many youngsters. But in a sense we have hardly begun to try the vaccine, for we know that its greatest protection comes when two shots are given from two to four weeks apart, followed seven months to a year later by a third, or booster, injection. Relatively few youngsters have had more than one injection so far.

### Eliminating Errors

The fact remains—and we might as well face it squarely—that danger lurks in the so-called human factor that is involved in any process dealing with the manufacture or administration of drugs or other potent materials. Only constant, careful supervision and checking can prevent accidental deaths from failure to carry out the prescribed technique or from giving the wrong dose.

I might point out that in the early days of its manufacture, sulfanilamide produced in this country was withdrawn from use, because a contaminant had got into the product. The difficulty was straightened out, however, and we went ahead using a drug that turned out to be a milestone in drug treatment. One shudders to think of the men, women, and children who would have succumbed to pneumonia

alone had we been fainthearted and decided against the sulfa drugs on the basis of one early experience.

So it is with the Salk vaccine. Last spring one manufacturer produced two lots of material containing live virus, which caused a number of cases of polio, mainly in Idaho. The difficulties responsible for this have been overcome, and the vaccine is now being produced routinely. It is safe. More than ten million children in this country have received it. It does not take a scientist to picture the trouble that would have arisen had these ten million youngsters received an unsafe product.

### Don't Wait—Vaccinate!

It is important that we have our children vaccinated as early as supplies are available for the purpose. For one thing, it is a matter of weeks before the vaccine takes adequate effect. Therefore, waiting until the polio incidence starts to rise is foolish. Furthermore, the vaccine cannot be used if kept too long, and some of the supply now on hand will become outdated. Finally, it is obvious that if everyone tries to obtain vaccine all at once at the last minute, there will be confusion and disappointment.

If mothers and fathers are able to get adequate information about the vaccine, I am sure they will want it for their children. In disseminating facts about the vaccine, parent-teacher councils and local units have a unique opportunity, since their members occupy a position of leadership among the mothers and fathers most concerned about polio.

As you know, the United States government has allocated thirty million dollars for the purchase of the vaccine. The vaccine supply is being used according to plans made by the individual states. In many areas the exact plan of distribution varies from county to county and even from city to city. Councils of parent-teacher associations would perform a great public service by learning exactly what the vaccine plan is in each locality, helping to spread this information and to carry out the program.

A local parent-teacher meeting should certainly provide an excellent forum for discussions of the vaccine. This should be arranged early in the spring to allow time for action before the polio season begins. Films, slides, literature, and other materials can be obtained from county chapters of the National Foundation for Infantile Paralysis.

If we do our best to vaccinate as many children as possible as soon as possible (we want them to have at least two shots before polio incidence starts up again), we undoubtedly will save many thousands of youngsters from paralysis in the future. We have indeed lived to witness a great advance in preventive medicine.

**Your attention, please! The 1956 Convention of the National Congress of Parents and Teachers will take place at San Francisco, May 20-23.**





## WORTH A TRY

### Double Feature for Teens

A new concoction billed as a "Teen-age Cushion Pops Concert" has popped up in Springfield, Massachusetts. The novel program has the approval of the city's director of music education, Richard C. Berg. In fact, he whipped it up to draw high school boys and girls within hearing distance of good music—and within toe reach of good fun. Unhappy that only a sprinkling of teen-agers were attending the special afternoon symphony concerts for children from fourth grade on, he set out to design a program to meet their special needs. He came up with a combined social and musical event, scheduled not for afternoon but for evening.

The affair opens with a concert by the Springfield Symphony Orchestra. Seated on cushions instead of chairs (the cushions were the teen-agers' idea), the young audience listens to a program of overtures, symphonies, and favorites from a popular attraction such as *South Pacific*. After this well-balanced musical fare the cushions are cleared away, and the rest of the evening is given over to dancing. Attendance is always good. Students themselves arrange for publicity, ticket sales, decorations, chaperones, and refreshments.

### Parties, Preschool Style

Mothers planning a party for the lollipop set might look up the chapter entitled "There's a Party in the Air" in *Feeding Your Baby and Child*, a new book by Dr. Benjamin Spock and Miriam E. Lowenberg. Here are a few of the author's suggestions:

The guest list should have only as many guests as the child is years old. Serve very little food; party-goers under six years of age are too excited to eat.

Serve party fare at regular mealtimes, and put the children at low tables.

If you're planning an afternoon party, milk and cookies will take care of the menu very well.

### Morale-building Artists

Every Saturday the boys at the training school in Warwick, New York, gather together for painting lessons given by real, practicing artists, members of the Society of Illustrators who take turns conducting the classes. Not only are the boys learning something about painting, but—more important, perhaps—every class brings the students fresh evidence that somebody on the outside cares about them. This reassurance received an extra boost recently when the Society arranged a public showing of the boys' work.

### Precaution on Pets

Chicks, bunnies, and ducklings are cuddly and cute, but some health officials are dubious about the Easter custom of displaying these small pets or giving them to children. Last Easter the city health inspector of Moline, Illinois, banned the store displays as cruel and unsanitary. And in Minneapolis doctors traced an outbreak of stomach and intestinal infection to baby chicks that had been presented as Easter gifts. The victims of the flare-up ranged in age from four months to thirty-five years.

### Distress Signal

To avoid delay in putting through an emergency phone call, dial the opening marked "Operator." This plea comes from John A. Maloney, news service supervisor of the Illinois Bell Telephone Company. Dialing "Operator" is insurance against the delays caused by wrong numbers, faulty memory, or other lapses that can postpone help when every second counts. The

opening, he points out, can be located even in the dark. Simply feel for the stop hook, then slide your finger down around to the last opening.

### On the Library Beat

*Salud! Good health!* This zestful salute might well be mounted over a new section of the Cincinnati public library—a health alcove, stocked with pamphlets, displays, films, and reading lists on the art of keeping well physically and mentally. In setting up the center, librarians bypassed technical materials for specialists in favor of easy-to-understand materials for laymen. A big share of the credit for the new alcove goes to cooperating schools and local health agencies. . . . "We librarians should know the publications of the National Congress of Parents and Teachers. Please send a board member to our next convention to give us a briefing." This is the gist of a request that a librarian recently sent to the Oregon Congress of Parents and Teachers. Needless to say, the request was granted. . . . Branch libraries in Brooklyn have launched a reading-aloud-in-the-family campaign. To spread interest in the drive, demonstration readings are being held. On one of the first programs a state supreme court justice, his wife, and their young children took turns reading to an audience of neighbors gathered around the library fireplace. Other programs have included the families of a real estate broker, a civil engineer, a police sergeant, and a clergyman, who borrowed several children for the event.

### Oil for Nails

Troubled with split fingernails? The best treatment, says a dermatologist writing in *Modern Medicine*, is to soak the nails in warm olive oil for ten to fifteen minutes a day.

DO YOU HAVE junior achievers in your family? Or do your children cause problems such as those discussed in meetings of parents: "He doesn't do what I tell him to do." "He never finishes anything he starts." "I can't depend on her." "Her interests flit from one thing to another." "My children never do any work at home."

Webster says that *to achieve* means "to carry to termination, to bring to a successful conclusion." That means that whoever goes to the grocery store with a list and money, and returns promptly with the groceries and correct change, has achieved. Freddie, who tries and tries again until he can tie the Boy Scout knots, has achieved. In the process he has shown determination, tenacity of purpose, and, perhaps, some initiative and imagination—all character-building traits. He is laying a foundation in achievement, personal responsibility, and self-discipline.

Not all children have the same talents and abilities or interests; not all will achieve the same things. But they have a right to build the best foundation of which they are capable, to acquire habits and traits that will enable them to develop their talents and abilities to the fullest capacity. Much of this can be done at home. Certainly it begins there.

Young people are equipped by nature with the tools with which to achieve: energy, talents, enthusiasm, imagination, curiosity, initiative, determination. Through practice these will develop and grow, encouraged and guided by parents. With help, boys and girls can develop the self-discipline needed to tackle a job and see it through to its finish, even though it has little to interest them and offers no promise of reward.

Have you ever thought of all the things a baby must learn and wants to learn? To recognize people, to talk and walk, to learn the names and uses of things, to understand directions, to make himself understood, to realize his own limitations.

### Willing Workers

Some of this learning takes place by imitation. The young child wants to do everything Mother does—dust, sweep, set the table, cook, make the beds, and all the million and one things necessary to keep a house in good running order. This is the time when the busy mother is first tempted to say "Run along; I can do it faster than you" or "better than you." And she can, but she may be the mother who later brings to her study group the question "What do you do with a girl of fourteen who won't help around the house?" The desire to help was not nurtured at the time it was most active.

Of course, not all eager little beavers grow into boys and girls who are willing, cooperative members of their families. It is possible, however, that the mother who has the patience and understanding to let a small child "help" will also be the mother who finds

# Junior Achievers in the Family

Alice Sowers

ways of encouraging older children to assume some home duties. A mother must be, among other things, both psychologist and administrator.

By the time a child enters school and has a very busy life of his own he begins to lose his desire to help at home. And often his parents once more find it easier to do the work than to insist that he do his share. Thus he learns to shirk his responsibilities, be careless of his possessions, be a poor citizen of the family community. Most important of all, he cannot feel that he is an essential part of the family because he has no share in making the home what it is. He cannot have a real sense of belonging.

Of course, succeeding in school is a child's first job. A reasonable amount of extracurricular activities is of value, and he should also have some outdoor play. What he is expected to do at home is determined by the size of the house and family, the schedule of each member, whatever work the mother does outside the home, and the amount of paid help. It is not unreasonable, however, to expect that each child spend at least thirty minutes a day on home duties.

A child can learn to get up when he hears an alarm clock or when he is called. In addition he can dress himself each morning, make his bed, eat breakfast, and carry his dishes to the kitchen or sink. To make this easier some preparations must be made the night before. He washes or bathes, gets clothes ready to wear the next morning, puts away his toys, and sets out everything to take to school—books, notebooks,



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*Home is an enterprise that scores high in opportunity for young achievers.*

*What's the outlook on young achievement in your home? Convey the field, and if the record seems below par, why not call a meeting of all partners and work out some new policies?*

*This is the seventh article in the 1955-56 study program on the school-age child.*

purse, cap, jacket, gloves, bus and meal tickets.

Before you decide this just can't be done in your home, let me outline some plans that will work—because they *have* worked successfully in many families.

Have a family conference, everybody sitting around a table. Give each one a sheet of paper with a line down the middle. In the left-hand column let everyone list all the duties necessary in the home. Some of these must be done daily, such as answering the telephone, sweeping the walks, bringing in the mail, feeding the pets, dusting, cleaning, setting the table, cooking meals, washing the dishes. Others are done at intervals—going to the store, checking the laundry in and out or doing it at home, changing the bed linen, cleaning, mowing the grass, weeding the garden, sprinkling. Then in the right-hand column put after each item the initials of the person who is now doing the job.

Although it is to be expected that M for Mother will head the list, it will probably become obvious that there are too many M's and too few other initials. At this point each member may substitute his initial for work he offers to do. Guidance is needed, of course, so that a child's enthusiasm won't lead him to offer to do more than he can. Strength and ability, as well as the school and work schedule, must be considered. The boy who gets up early to deliver papers or the girl who stays up late baby-sitting cannot be expected to do early morning chores. But even they can do some work at home.

From this list of duties make a daily schedule for each person, including Father and Mother, and keep it where it can be seen.

### **Nix on Nagging**

A family bulletin board is useful. It will help to reduce that "reminding" which children often call nagging. On this board is posted the schedule of duties as well as reminders when something has not been done or a note from Mother saying she will be absent when the children return from school, perhaps adding "There are some cookies on the table" or a request for something to be done before her return. The children also leave notes to tell where they are going or to ask Mother "Please mend my glove." There will be an occasional note of thanks for something, too.

Logical? Yes. Easy? No. No one is perfect. Reminders will always be necessary; some lapses will occur. Adjustments to the schedule will have to be made as the need arises.

It is not easy for parents to guide and direct without domination. Also it is difficult for some parents to let a child change the time for his work at home or his ways of doing it. Yet we know children respond better if they can offer to take over certain jobs rather than having them assigned. Perhaps that is exercising their American birthright of freedom; certainly it is human nature. Nevertheless some parents prefer to do the work themselves rather than argue and punish.



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The work should be made as interesting as possible. At least a child must see the need for it. No one wants to do "made" jobs. A girl may complain that dusting is no fun because she is not permitted to change the furniture around. A boy may not object to a job he is asked to do, but he wants to select his own time for doing it. Again, parental self-discipline and adjustment are needed.

Duties should be changed every now and then, not only to relieve the monotony but also to provide more learning experiences. Perhaps this is the time to mention dish washing. Any bright girl can learn all there is to learn about it after one week. From there on it becomes drudgery. Why not give her more interesting jobs to do, like cooking a meal once or twice a week, baking a cake, planning a back-yard picnic, or, in summer, helping to can fruits and vegetables or make jelly.

### Free Enterprise

Even in a home with paid help, each child in the family should have a schedule of work to be done. The value to the child is too great to sacrifice by taking the line of least resistance. Each member of the family receives his share of the income, comforts, and resources of that family: food, clothing, shelter, an allowance, entertainment and recreation, use of the family car, and love and affection. He must also expect to share, without pay and according to his ability, in providing these.

Rewards? Actually they aren't necessary. There is no reward greater than the satisfaction of knowing a job has been well done. Watch the expression on a child's face when his parents praise him for a task completed or for a good report card. He doesn't need to be paid a dollar for each A, or twenty-five cents for sweeping the sidewalks. Perhaps a good rule is that money should be paid only for something having money value.

If a boy or girl wishes to do additional work, other than what is expected of him as his rightful respon-

sibility, his parents may decide to pay him for it. He may now be old enough to mow the grass or do baby sitting at home. His parents have been paying someone to do this, and it is one way for him to earn extra money. (By the way, what has become of the youngster who ran errands for neighbors without expecting or accepting pay? Have our children gone commercial?)

If the family has a business, children might very well help out and perhaps receive some pay in return. In one family children spent part of their Saturdays in their dad's flower shop. In another, two young boys shared in the work and the profits of a family enterprise—the making and bottling of a laundry bleach. A third family worked out a satisfactory division of labor that drew in all hands. Father and the boys made cheese at home on a small farm, while Mother and the girls took the product to market. (Parents, like employers, should of course know and observe child labor standards).

How many times have you read that a man or woman who achieved success grew up on a farm or in a rural community? Does this mean that a city child has little chance to succeed? Of course not, but it does mean that he must be given opportunities, comparable to the rural child's, to exercise initiative and develop independence, assume responsibilities, and carry jobs through to their finish. The nature of his experiences will be different from those of his country cousin, but they can be just as valuable, if his parents are resourceful and understanding.

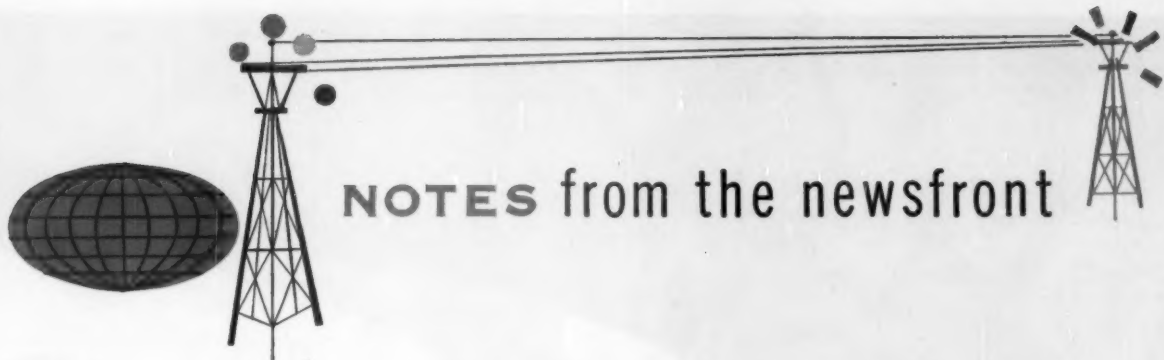
When someone is seeking recommendations for a scholarship or a job, what is included in the section on character? Honesty, yes, and also such things as the ability to see what work needs to be done, the willingness to do it, and the determination and self-discipline to complete it. These qualities are only developed through practice in day-by-day experiences. Energy, talents, enthusiasm, imagination, curiosity, initiative, determination—traits with which all children are endowed in some measure—are the tools with which they will work as adults. Add to these judgment, consideration for the rights of others, and ability to cooperate, acquired through experiences, and we have a recipe for happiness and success.

Home duties? They loom large and of great importance when seen in the light of their contribution to the development of the qualities and traits necessary for achievement—for the building of character.

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*Alice Sowers, director of the University of Oklahoma Family Life Institute and a former vice-president of the National Congress of Parents and Teachers, has worked closely with literally thousands of parents. Her equally extensive experience with young people has given her an enviable insight into their needs. Dr. Sowers was recently appointed to the Defense Advisory Committee on Women in the Services.*





## NOTES from the newsfront

**Help Nourishes Hope.**—Twelve-year-old Frank has an artificial leg, but that doesn't prevent him from playing basketball. He's able to join in the fun and the hum of the life around him because of help offered by Easter Seal centers. Frank is one of thousands of children whose hope for continued care and treatment depends on the Easter Seal campaign, March 10–April 10, sponsored by the National Society for Crippled Children and Adults.

**What's in a Name?**—Mention the clans of Scotland, and names like MacDonald and Campbell immediately come to mind. Now from the Scottish post office comes news that the largest clan in Scotland is neither the MacDonalds nor the Campbells—but the Smiths. There are sixteen Smiths per one thousand population and only twelve MacDonalds!

**Committed to a Course.**—"Prisoners need to know about the democratic way of life to help them become real citizens rather than enemies of society," a Michigan judge firmly believes. To reenforce his words, he gave a hundred dollars out of his own pocket so that five inmates of a Michigan reformatory could take a college credit course in contemporary history over Michigan State University's television station, WKAR-TV.

**Rash Remedy.**—Does poison ivy have three leaves or five? Picnickers and hikers who have difficulty identifying the pesky plant will be glad to know that they soon may be able to get shots to prevent poison ivy rashes. A dermatologist at the University of Pennsylvania Medical School has developed a vaccine that has proved successful in tests on thousands of human volunteers.

**When School Bells Ring.**—Every weekday morning some thirty-six million children in this country set out for school—on foot, on bicycles, in cars and buses. Nine million of them travel by school bus, some riding as far as fifty miles. A few have less conventional means of transportation. Out West a child may have an exciting trip on a cable car over mountain gorges, and down in the Louisiana bayous youngsters ride to school in motorboats.

**Seeds of World-wide Friendship.**—"Plant Seeds . . . Reap Friendship" is the theme of the Camp Fire Girls' project for 1956, to be inaugurated during their forty-sixth birthday celebration, March 11–18. The girls will send packets of seeds to several countries in the Far East and at the same time learn about the people of those lands. The Girl Scouts are observing a birthday too—their forty-fourth—March 11–17. Programs will emphasize local history, traditions, and customs that have contributed to the American heritage.

**Trim Teens.**—Is the new look for teen-agers to be the neat look? That's what the Youth Research Institute is predicting for 1956. Many boys are going to abandon their blue jeans and baggy sweaters for gray flannel trousers, pink shirts, and maybe even neckties, the institute forecasts. A number of boys have already become so appearance-conscious that they have been taking part in club and school fashion shows.

**Doctor Distribution.**—Next time you're sitting in your physician's waiting room, you might reflect on these figures from the World Health Organization: The United States is one of the fourteen countries of the world fortunate enough to have a doctor for every thousand or fewer people. In twenty-two other countries there is one physician for every twenty thousand or more inhabitants. Cambodia has the lowest ratio—only one doctor for every 89,767 persons.

**"Far-sited" Plans.**—The board of education of Wichita, Kansas, has an eye to the future. In the face of mounting land costs, it decided to purchase sites for its schools far in advance of immediate needs. On the outskirts of the city, in open country still untouched by the home developer, the board has acquired land for the schools of tomorrow at a saving of thousands of dollars to taxpayers.

**Escorts in Uniform.**—In Windsor, Ontario, baby sitters under sixteen are called for and driven home by police—if their jobs keep them out after nine p.m. The free rides are provided by the town so that young sitters need not violate a recently passed curfew law.

**Parents in Action.**—Parents in the Philippines are hammering out a solution to their school building problems—literally as well as figuratively. A UNESCO adviser reports that, because of the urgency of the needs, parent-teacher groups are devoting themselves to building schools and providing recreational facilities for children. In many communities parents do the actual construction work on the school buildings with little or no outside help.

**"Hand Me Down My Walkin' Cane."**—If you want to walk farther with a springier step, counsels Walter P. Blount, M.D., an orthopedic surgeon, disregard modern fashion's taboo and carry a cane. The extra support lessens strain on the leg joints and hence reduces the hiker's fatigue.

**Brake That Speed.**—Motorists on Route 50, near Grafton, West Virginia, are greeted by this roadside sign: "Drive Carefully. We Have Lots of Children, but We Can't Spare Any."

# HOW GOOD ARE YOU AT

## Communication

William D. Boutwell

EVERY PARENT, I'm sure, tries to safeguard and cultivate the minds of his offspring. In my bookcases I still have thirteen leather-bound volumes of *The Real America in Romance*, purchased by my parents for me at considerable sacrifice and paid for in monthly installments. Lying on my stomach on the living-room floor (the books were heavy), I read through this series twice. We took the *Youth's Companion*, *World's Work*, the *Literary Digest*, and the *Saturday Evening Post*. At school I subscribed to *Current Events*. We always had books, although I don't know where they came from.

On Saturdays we went to the movies. And when I was in the eighth grade there occurred a truly red-letter event: I was sent by train to Chicago to see Maude Adams play *Peter Pan*. And at the age of seventeen I was sent by myself, because the whole family couldn't afford to go, to hear grand opera at Ravinia Park, north of Chicago.

Practically all these experiences were arranged by my parents. They subscribed to the magazines and newspapers. They paid for the movies and theater. They, together with my teachers, were in almost full control of what I read and saw and heard. And they took pains that what I read and saw and heard was the best.

I often wonder how Mother would have coped with television. Or comic books. She would have found a way, I'm sure, though I know full well that today's parent faces a larger flood of mass com-

munication and hence, of course, larger problems.

At the close of a recent panel discussion a P.T.A. member, deeply worried, asked me, "How can I get my thirteen-year-old daughter to tear herself away from the TV set at ten o'clock? She says all her friends are looking at the shows, so why shouldn't she?"

Another mother said ruefully, "I keep hoping Jimmy will grow out of comic books. Soon!"

"We kept TV out of the house as long as possible," declared novelist Charles Jackson, who is himself a TV program editor. "We have two daughters, and I wanted them to love reading good books. Finally we capitulated and bought a television set. One girl takes it in her stride. She chooses a few programs and continues to read for pleasure. The other, I regret to say, has gone over to TV completely. I don't know what to do about it."

How many parents, worried and exasperated over the seizure of children's minds by mass communication, join in Mr. Jackson's lament, "I don't know what to do"?

### Consumer Capital

Must you surrender? Can you regain some measure of mastery over the communication giants reaching out for the minds of your children? I'm optimist enough to believe you can. The family worksheets accompanying this article will help you take an initial step.

# Shopping?



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You can begin by saying something like this:

"My husband and I are pretty smart when it comes to using money. I know the best cuts of meat for the money. I know how to buy clothes that fit and wear. Mass media? We can handle that too. It is simply another problem for a skilled buyer. Even though I don't put out money for a TV show, I know I'm paying for it at the store and the gas station. And anyway, my time and the time of my family is valuable. We're *buying* mass communication, good or bad."

Indeed you are. Americans this year will buy mass communication to feed their minds to the tune of nearly ten billion dollars. We pay only a few billions more to farmers to fill our stomachs. We spend almost the exact same amount, ten billion, for education as we do for television, radio, movies, magazines, newspapers, records, and so on—the whole alluring package of mass communication. So it behooves us to be smart buyers.

Since advertising contributes about seven of every ten dollars used to supply our overly generous communication diet, much of the cost to us and our families remains hidden. But let's make a rough estimate of how much of these media a fairly typical family of four "buys" in a day. Start with television: five hours at four cents per hour equal twenty cents, paid by "our sponsor." Morning and evening newspapers are five cents each: ten cents. Father brings home a national illustrated magazine (price twenty

cents), which costs fifty cents to produce. Advertising pays the difference. He also brings home a trade magazine serving his business interests: forty cents. Mother reads a women's magazine (price fifteen cents; production cost forty cents). Sonny buys a comic book: ten cents. Daughter spins a new record (seventy-five cents) before going off to the movies (fifty cents—paid for, I trust, by her date).

Both children bring home *free* textbooks whose use this evening might cost the taxpayer five cents. Five telephone calls at seven cents each come to thirty-five cents. Well, let's see how much our family has paid for its communication in one day. \$3.35!

That's for a week day. Over the week end, leisure whets our appetites, and consumption of all media goes sharply up. But suppose a family averages three dollars a day for its communication. That rolls up \$1,095.00 in a year's time. Makes you gasp until you remember that advertising assumes about \$700 of the burden, although this too comes out of the consumer's pocket.

"Just a minute!" you protest. "You haven't included the installments on our new TV set."

True. Nor any of the other substantial capital investments families make in equipment for communication. Suppose you check your own investments against those of a fairly typical family: television set, \$200; radio, \$35; combination record player, \$100; camera, \$25; 20 LP records, \$60; 100 books, \$250; encyclopedia, \$125. Grand total, \$795!

Where so much money is at stake, it is up to all of us to become sharp buyers of the products of mass communication. Money, however, remains a minor consideration. While food will shape our figures, communication shapes our minds and our children's.

### A Communication Budget

What are you going to do about this threatening communication problem? You can't turn it over to the school, as you have done with so many problems. *You*, the parents, control the TV set. (Or do you?) *You* buy the newspapers and most of the magazines. *You* buy the books, the record player, the camera. *You*, with your children, control your family's consumption of the far-flung products of the ten-billion-dollar communication industry.

"Control television in my house?" exclaimed one of my associates. "Don't be silly. The only way I can get to see a program is to give the kids money and bribe them to go to a movie."

A film executive told me, "I wouldn't order Richard to read a book even if I could make the order stick, which I doubt. We believe that democracy begins in the home. Richard has his rights. So I try to lure him to books and persuade him that reading is pleasurable. It isn't easy."

This man is a teacher in his own home. Like it or not, parents have become the uncertified teachers of a continuous home course in "Mass Communications for the Family." Or call it, if you prefer, "The Popular Arts."

Don't be frightened by this responsibility. You probably have more audio-visual equipment in your living room than the teacher in the classroom ever dreams of having. You know your "pupils" from birth. You have them more hours a day. Finally, the most lavish selection of teaching materials, free or low in cost, is yours for the asking—or the dialing.

Indeed, your chief problem may be that of selection from the boundless wealth of drama, public affairs, music, fiction, adventure, biography, mystery, how-to-do-it, and assorted culture. What isn't brought to your door by electronics, the postman, or the newspaper boy can be obtained readily in local stores, the library, or by mail.

How can one become an effective teacher of communications in the home? That's too large a subject for a single article. However, the good teacher begins by understanding his students. The worksheets accompanying this article can tell you a great deal about the current communication diet of your family. When you have taken an informal census of your family's fare, you will most certainly have abundant subject matter for dinner-table talk.

Make your first question this: "What is our mix?" Every cook knows the word *mix*. Each of us concocts his own media mix, his own diet of communication.

Take Father's mix for example: morning paper

with breakfast, the evening paper after dinner, a TV quiz program, a short-short story in a weekly magazine, late radio news, and so to bed.

What diet each member of the family chooses will show up on the worksheets. Now if young Walter limits his mix to comic books and TV western movies, he lives on something comparable to an all-candy diet. If mother subsists on TV soap operas and whodunits—well, what can we say?

Drawing a long bow, let's suppose that Marge, seventeen, lives on a balanced diet of communication. She buys both jazz and classical records. She joins Dad in viewing the quiz program, but she wouldn't miss one of the serious dramas. She's mad about ballet, reads everything on it she can find, searches out the best ballet on TV and in films. She skims the newspaper and reads *Seventeen*, the *Saturday Review*, and *Time*. Marge explores the wide world of mass media with discrimination.

Each member of your family will defend his choices. Walter will say, "Can't a guy do what he wants on his own time?" At this point I gladly turn the whole problem over to you. As a skillful teacher and understanding parent you will know what to do.

### Points for Media Planners

However, let me offer a few concluding suggestions:

1. Don't rant and rave about the horrible drivel on TV or in the comics or at the movies. You'll find good and bad in every medium. Be selective.
2. Avoid that old saw, "I know what I like." It is the hallmark of a closed mind.
3. Learn from your children. They will venture more widely than you. Keep in contact with their minds by sharing their experiences.
4. Do some planning. Check the "Motion Picture Previews" in this magazine. Use the TV-radio advance guides to schedule your viewing and listening.
5. Regard your purchases of books, records, magazines, and newspapers as the most important investments you can make for your children—and yourself.
6. Develop standards. Read the critics. Encourage your schools to include critical discrimination of all the communication arts in their courses of study.

Hopeful critics say we live in the greatest flowering of the arts ever known. Today, they add, the common man enjoys a renaissance once enjoyed only by princes in palaces. Amid the abundance of modern communication you and your family can feast with the discrimination of gourmets. Or you can starve and shrivel your minds. It is entirely up to you.

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*William D. Boutwell, director of the Teen-Age Book Club, regularly conducts a department in this magazine to keep parent-teacher readers posted on "What's Happening in Education." Dr. Boutwell brings to the subject of communication a well-seasoned and an unusually well-reasoned point of view.*



# WORKSHEET FOR AN AUDIT OF FAMILY USE OF MASS MEDIA

PENCIL IN ESTIMATES of the amount and kinds of communication consumed by each member of the family. In the first column of squares on every chart, have Father write down his estimate, in terms of hours and fractions of hours. Mother comes next, in the second column. Then come the children, beginning with the oldest. When everyone has filled in all the charts, add the totals and use this self-audit as the basis for family discussion.

## What are your family's communication habits?

For a typical Sunday, put down under each person's name the estimated number of hours spent consuming communication.

	List Names of Children				
	Father	Mother			
Television					
Radio					
Newspapers					
Magazines					
Movies					
Comics					
Books					
Records					
Church					
Homework					
Others					
Total					

For a typical weekday make a similar estimate of hours spent.

Television				
Radio				
Newspapers				
Magazines				
Movies				
Comics				
Books				
Records				
Homework				
Others				
Total				

## What kind of TV do you look at? What radio programs? Check.

Dramas				
Variety shows (Ed Sullivan, etc.)				
Children's programs				
Comedy series (I Love Lucy, etc.)				
News				
Women's daytime shows				
Spectaculars				
Classical music				
Disc jockeys				
Westerns				
Soap operas				
Quiz programs				

## What do you read in the newspapers? Check.

	Names of Children				
	Father	Mother			
Generally foreign and U.S. news					
Local news					
Women's page					
Sports page					
Advertisements					
Comic strips and cartoons					
Theatrical and entertainment pages					
Editorials					
Others					

## What kind of reading do you do?

<b>Magazines</b>				
National general (such as Life, Look, Collier's)				
Women's magazines				
Men's magazines				
Youth magazines (including classroom magazines)				
Trade or professional				
Popular arts (Movie magazines, TV guides, etc.)				
Confession magazines (and "inside stuff")				
Quality group (Harper's, Saturday Review, etc.)				
Church magazines				
Others				
<b>Books</b>				
Popular fiction				
Mysteries				
Biographies				
Adventure stories				
How-to-do-it books				
Textbooks				
Historical fiction				
Other nonfiction				
Others				

## What kinds of movies do you see?

Westerns				
Whodunits				
Musicals				
Comedies				
Historical films				
Gangster films				
Serious dramas				
Foreign films				

## What kinds of records do you listen to?

Classical				
Jazz				
Popular songs				
Dance				
Light classical				
Others				

# Health Report from Asia

Jennelle Moorhead

THE U.S.A. IS FAR BEHIND ME, and an exciting journey lies ahead. Beyond the Pacific the great land mass of Asia sprawls across the globe. My journey will follow a curving line across seven countries along the edge of the continent. At the far tip of the arc lies Japan. I'll start there, swing down to Thailand, cross India, Pakistan, Iraq, and Lebanon, and wind up the trip in Turkey.

Why am I going? As I said, this promises to be an exciting journey. Across the world a tide is rising, a swelling tide of interest in health—the health of children, of peoples—and health education for young and old. This tide is slowly sweeping across Asian lands. I'm taking this trip to watch the tide and to report what I see.

## **Date Line: JAPAN**

The first country on my tour is a land of friendly people, efficient, highly intelligent, yet full of fun. They are eager to participate actively in democratic organizations.

Japan's programs of health and education have been strongly influenced by Western ideas, especially through the Occupation. She even shares one of our dilemmas: Who is to provide school health services, the department of education or the department of health? Right now the job is in the hands of nurses and doctors employed by the public schools. Each



*A health visitor makes friends with smiling villagers.*

school in Tokyo has a nurse; private physicians with offices near the schools give health examinations.

The health of school children is closely watched. In city grade schools I have seen health rooms equipped with dental chairs and charts showing a remarkably low rate of tooth decay among the children. In high schools health is a separate subject, taught by specially trained teachers.

Children's health is also under the watchful eye of the Japanese parent-teacher organization, an aggressive and very popular movement with thirteen million well-organized, active members. The P.T.A. has been the organization used to teach democratic procedure in Japan. This movement has been greatly helped by the Division of Social Education, which is a part of village, city, and prefectural government structure. Its purpose is to help the P.T.A. and a few other organizations function successfully. Among the most intelligent people I have met in Japan are the leaders of the P.T.A. movement and the personnel of the Social Education Division.

## **Date Line: THAILAND**

Ancient Siam has a new name since the days of Anna and the King, but the people are still friendly and cheerful. I've seen magnificent golden temples, hundreds of yellow-robed priests, food served in utter ignorance of the germ theory of disease, canals filled

with water in which people wash and bathe, then dip their vessels for drinking—and, not far from the canals, swarms of charming children playing in the streets.

Starvation is not a problem here, but malnutrition is, according to Dr. Yong Chamitla, director of the Thai Division of Nutrition. The lush, well-watered land produces plenty of food, but the people must learn to increase their use of eggs, chicken, fish, and unpolished rice.

The schools in Thailand don't look like schools back home. Because of the hot, humid climate, buildings must be open enough to allow free circulation of air, closed enough to keep out the torrential rains, and raised high enough on stilts to let the water flow under them. Rural schools still lack safe water. They don't even have old-fashioned outdoor privies.

But through the Ministry of Public Health the schools are being alerted to health needs. School sanitation surveys are part of the health education program. With the help of the U.S. Operations Mission (now the International Cooperation Administration) a two-year teacher training curriculum has been worked out, which links community health programs with folkways, agriculture, handicrafts, art, and music.

#### *Date Line: INDIA*

At first India gives an impression of tremendous poverty, of a seemingly insufferable burden of disease, of bewildering social and economic problems. But as you talk with Indians about health and education, your bewilderment changes to admiration for the courage and intelligence with which the government is attacking its problems.

Malaria was the first disease to be tackled by the government, with the help of the U.S. Technical Mission. Not long ago a hundred million people in India were suffering from this scourge, which killed two million a year. Today control units are at work, and about two thirds of India's three hundred and fifty millions live in control areas. At the world-famous Malaria Institute in New Delhi I watched Dr. Jaswant Singh, the director, perform his noted diagnostic test. It took four minutes to diagnose malarial

The highlight of my trip was a visit to the Sonapet Project in the village of Rai. I can still see the slender women of Rai and the small children, carrying water jugs on their heads; the babies with flies crawling around their eyes; the open sewage ditches in the narrow streets—and on the horizon—power lines and jet planes flying overhead. Here in this village a gift from America made possible the first covered water supply—four hundred dollars sent by the Glenn Burney Women's Club of Maryland to make life a bit easier for the women of Rai.

Villages like this one hold the key to the new India. In 1955 the government started one hundred programs, each covering three hundred villages, to pro-

vide three safe wells for each village—ninety thousand wells in all. The twenty-seven rigs used for digging these wells came from the U.S. Technical Mission.

Many more changes are going on in the villages. To understand them you have to look at the Village Development Program, a movement that involves 85 per cent of the people and cements all programs for health and cultural betterment. The key persons in the program are the village workers. Does a villager want to start a project in handicrafts, agriculture, or sanitation? It's the village worker who knows where and how to get help.

What sort of person is he? A specialist? Not in any sense of the word. Villagers are suspicious of specialists, officials, and outsiders—like the tax collectors, military men, and colonial officials who for years exploited them and left them poor. The village worker is really a guide and companion, an insider. He has a high school education plus a four-week training course, and once placed in a village he continues to get on-the-job training. Improvement in village life through this program will be slow, but the plan is soundly conceived. Cultural patterns will not be upset, and villagers will not be dislocated.

The illiteracy rate, estimated at 85 per cent, complicates all problems. Schools are going up, but school health education is unknown. The U.S. Technical Mission is producing films, posters, and pamphlets for both grownups and children. One film dramatically portrays how folkways spread eye ills and blindness.

You leave India aware of her vast problems. But you feel that her professional people are doing a heroic job, that the government is going at its problems with wisdom and imagination. You feel, too, that we of the West can help—not only by learning to be patient with slow change but by offering our technical skill, giving it to the degree that it is welcome and in a way that will win acceptance.



Typical of the hospitality Mrs. Moorhead encountered everywhere was this gift of a beautiful coat presented to her in Japan.



This citizen of Iraq seems incredulous at the on-the-spot lesson in sanitation being given him by a government-trained sanitarian.

#### *Date Line:* **PAKISTAN**

You see poverty, . . . ramshackle refugee camps, . . . splendid white buildings for refugees going up in the new city outside Karachi, . . . beautifully ornamented red Pakistani shoes, . . . the matted hair and shining eyes of the refugee children.

Here 1947 is the date to remember—the year Pakistan was separated from India and set up as a Moslem nation. Since then millions have fled to Pakistan, and they are still coming at the rate of a hundred and fifty a day. The crowded camps where these refugees live add to the peril of malaria and other diseases.

An acute shortage of nurses complicates Pakistan's health problems. Before 1947 most of the nurses were not Moslems, and at the time of the partition they left *en masse*. A nurse's training program has been set up, but I am told there is only one trained nurse to more than a hundred thousand people.

There is, however, a training program for "health visitors," who here, as in England, play an important role in public health work. They have less training than nurses and are primarily concerned with maternal and infant care in the home. Four new centers have trained more than two hundred health visitors.

The first school physician in Pakistan was appointed in December 1954. To find out what health problems are faced by secondary schools, two thousand Karachi high school students were given physical examinations. The checkups showed that about 40 per cent were healthy. Some 16 per cent were malnourished. Only 8 per cent had dental cavities, but vision defects were high—17 per cent.

In a vigorous campaign against smallpox, about five thousand children are vaccinated monthly. A

program of tuberculin testing and B.C.G. vaccination is under way. The Salk polio vaccine is not likely to be used because polio is not a problem in Pakistan.

Teachers in the schools are learning to observe children's health habits, and all schools have classes in physical education and physiology.

Much of the work of the United States Mission to Pakistan centers on the Village Agricultural-Industrial Development Program. As in India, the village workers are the key figures, and nine centers have been set up for their training—six in West Pakistan and three in East Pakistan.

#### *Date Line:* **IRAQ**

The very word *Iraq* conjures up pictures of Baghdad, of mosques and minarets, of flying carpets. In fact, coming into Basra by plane in the misty hours of early morning was almost like arriving on a flying carpet!

Sheiks with flowing robes seem to belong here, but I was unprepared for the sight of hundreds of women completely enveloped in black veils. Even women in public health work wear the veil when they are making home visits. I'm told that two women must always go on these visits together. Father and brothers consider it indecorous for a girl to go into a strange home alone.

Basra had the first local health department in Iraq, set up by the Ministry of Health with the help of the U.S. Foreign Operations Administration. The department serves as a training center for sanitarians, health educators, and health visitors.

Here the health visitor—who must have the equivalent of a high school education plus a year of training—has an important role in school health education. She must take the place of the school nurse because of the unfortunate connotation of the word *nurse* in Iraq. When the women of Iraq were emancipated, the first to leave their homes went into nursing. But the strong feeling that it was morally wrong for women to be in public life persisted. Girls still shun nursing as a profession, and fathers prohibit their daughters from taking nurse's training.

Recently Iraq had its first school health conference. Interestingly enough, it took the form of a workshop, something new here both in procedure and in subject matter. Seventy-eight teachers participated, two from each school in the Basra area—the headmaster and the health or biology teacher. Only as one visualizes this conference against a background of primitive living, lack of education, and inadequate sanitation can one comprehend its impact. A true diplomat was Jason Calhoun, our American health educator in Iraq, in organizing and carrying through this historic conference.

Outstanding work on tuberculosis control has been done by the World Health Organization. Tests for T.B. on some six hundred thousand Iraqi people



showed a high percentage of positive reactions. Of the children between seven and fourteen, the percentage was 35; of those older than that, 72 per cent tested positive! Some sections had the astonishingly high rate of 88.4 per cent. And the highest rates were found along the centuries-old route of the pilgrims across Iraq from Tehran to Mecca.

But things are changing. The large income from the oil industry is being put to use. The Iraq Ministry of Health is channeling the funds into many programs, set up with the cooperation of WHO and the International Cooperation Administration.

*Date Line: LEBANON*

I'll long remember the eternal beauty of the Biblical cedars of Lebanon, the Bedouins and their sheep, the deep blue of the Mediterranean, the European architecture of Beirut, . . . and my attempt to buy a dress—which involved three languages: English, Arabic, and French!

The visitor who wants to find out about health education here is confronted by a maze of school structure. Though Lebanon is considered an Arab country, the population is almost equally divided between Moslems and Christians. This division influences education, as does the fact that from 1918 to 1943 Lebanon was a French mandate, becoming in 1946 the first Arab country with a democratic republican form of government. Its schools now have two very different educational policies and structure. There is the French-Lebanese type, which follows the French-oriented curriculum of the 1920's and in which students work toward examinations instead of pursuing studies of practical value. Paralleling these schools is the American-British type of structure with a child-centered, community-oriented program.

In March 1953 the American mission and the Lebanese government launched a school health project, for which teachers are being given in-service training. Materials and study courses on good health are being prepared. Health instruction will be correlated with other school subjects, and standard health records will be kept on each pupil. Both individual and community health problems will be covered, and the school will work with other agencies in the community.

*Date Line: TURKEY*

Flying into Istanbul is again like flying on a magic carpet. The minarets and domes of the mosques shimmer against the sky. The blue of the Bosphorus and the Golden Horn, the gleaming white sea-going ships anchored in the heart of the city take one's breath away. And the vigor and physical strength of the people give one an immediate awareness of a dynamic society. The Turks' driving energy, the hustle and bustle of their cities make an American feel at home.

Turkey has better sanitation and better water supplies than do most Asiatic countries. The public schools have an extensive immunization program. The Ministry of Health gives routine shots to protect against smallpox, diphtheria, and typhoid. The Turkish Tuberculosis Association gives injections of B.C.G. and makes follow-up home calls.

Health instruction and physical education are required in junior and senior high school. At the Girls' Junior High School in Istanbul I visited a class in physical education. The principal and vice-principal told me with great satisfaction that the school was about to introduce a community-oriented project type of health education program—the first in Turkey. The parent-teacher association, they said, had secured the special legislation needed to launch this pilot program.

. . . .

How can I pull together all I have seen? What conclusions can I draw? Here are a few general ones:

First, our ideas on sanitation may violate or challenge religious, cultural, or philosophical views long held in the East. If new practices in health and sanitation are to be accepted, they will have to be linked to traditional values and beliefs.

Second, habits change slowly. Adults as well as children must have health education, since grave complications follow when a child is taught practices at school that alienate him from his family.

The countries I have visited face staggering problems. In many of them school health education as we know it hardly exists at all. Schools themselves are few. A very few children attend—and only for a few years. Thus they have time only for the simplest lessons in reading and writing. In Asia it is the fortunate handful who have the opportunity for extensive education.

In each country, however, the government is making heroic efforts to solve its problems. I have come back with deep respect and admiration for the men and women of Asia who are fighting disease on many fronts. I came back, too, with a feeling of pride in the American educators and public health officials who are generously giving technical assistance and advice. They represent us well, and we who remain at home owe them a debt of gratitude for their willingness to work in difficult situations and live in an environment that endangers their own health. They are truly the unsung health heroes of today.

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*Jennelle Moorhead is associate professor of health education at the University of Oregon and a past president of the Oregon Congress of Parents and Teachers. She is also widely known for her activities in national health education groups. Mrs. Moorhead's contributions to the general welfare have been most recently recognized by her appointment to the U.S. National Commission for UNESCO.*

# How To Love a Country



© H. Armstrong Roberts

LAST MONTH we met the citizens of Tin Top, Texas. We met them *acting like citizens*—though it is doubtful that they talked much about this fact. They had too many other things on their minds. They were busy, we might say, with a problem of resurrection—of bringing a “dead” community back to life.

They did not have the time or the impulse, we can guess, to say to one another when they met on the street or in the community center, “What good citizens we are! What good Americans!” Neither did they have to hunt for subjects for desultory small talk, saying to one another, “Well, I hear that John Smith . . .” There was too much to be said about getting props together for the community play, bringing in electricity, the new paint job on the church, the extermination of rats, the child study group, the girl they were cooperatively sending to college. Even the weather was more than a small-talk subject with which to pass the time of day. Weather made a difference to their road-building project and their experiment in delayed grazing.

## Wedging In on the American Dream

It's a nice question to ask and may be well worth asking: What is the relationship between Lincoln's saying, “I intend no modification of my oft-expressed personal wish that all men everywhere could be free,” or Jefferson's saying, “The God who gave us life gave us liberty at the same time,” and the talk of citizens in Tin Top, Texas, about the best way to put an end to a plague of rats? Do these so different ventures of the mind fit into the same frame of social logic? Do both express the same conception of human nature and of how it should engage itself with life?

We can answer yes. The words of Lincoln and Jefferson and those of the citizens of Tin Top, sitting in committee in their community center, are part and parcel of the same dream. Both, we might say, wedge in on that dream, find their place in it, belong to it. The former declare and justify the dream; the latter are part of its workaday practice. Both are parts of the same enterprise of loving a country and making it a fit place for human beings to live in.



7.

# Adventures To Fit the Dream

Sing out a welcome to the big dream. For when big dreams course and surge, they transform the dreamer, the world within his horizon, and the world beyond it.

Bonaro W. Overstreet

We have learned to talk, in this psychological age, about the I.Q., the intelligence quotient of an individual. But why should we not learn to talk of the F.Q., the freedom quotient? How would we judge it?

One clue, I believe, would lie in the way a person behaves when confronted by a problem. In what direction does he turn his face? Does he try to evade the problem by simply looking away from it and hoping it will solve itself? Does he look for someone to solve it for him? Does he shake his head gloomily as he contemplates it and say that nothing can be done—and proceed to dump cold water on any suggestion anyone else makes? These are not the ways of freedom.

Does he, on the other hand, size up the problem, find some point at which he can at least try something? Does he make his trial and take stock of how it works out? Does he enlist the cooperative insight and energy of others who will solve the problem *with* him, not *for* him—so that his “strength is as the

strength of ten” because of the nine others who are members of the same committee? These, in general, are the ways of the person with a high F.Q.

But method, of course, does not tell the whole story. Aims are, after all, the heart of the matter, and methods are good only as they are consistent with aims and effective in behalf of aims. The aims of the free person—or the committee or community or nation of free people—are in general *for* life, and more abundant life. Lincoln declared his personal wish “that all men everywhere could be free.” The citizens of Tin Top undertook to free themselves and their children from certain specific shackles: of inertia, ugliness, ignorance, poverty, disease. Both were for the abundance of life—the enriching of it, the spread of goods and services to embrace more and more people.

That last point is worth dwelling on, because it is so characteristic of the persons or groups with a high F.Q. Theirs is the wish to spread the benefits of life, and not to keep them cornered for the self alone.

Theirs is the belief that if certain things are so essential to one's own basic well-being that their absence would mean deprivation and wasted capacities, then those same things are important to other people also. This is (to carry on our alphabetical game) the G.Q. of the F.Q.—the *generosity quotient* of the *freedom quotient*. It goes right along with the *ingenuity quotient* and the *cooperation quotient*.

There is another curious and interesting mark of the free person: the way he weaves together the immediately practical and the ideal and feels the drama of the two made one. He knows that man does not live by bread alone. If bread were enough, a dictator could hand it out. But he also takes stock of that word "alone." He does not make the mistake of ending the statement with the word "bread." For he knows that bread for the body and the Bread of Life are both needed to nourish mankind.

The citizens of Tin Top wanted roads that would let them get their produce to market. They wanted bathrooms in every house, not in only the two that had them already. They wanted to get rid of rats. Also, however, they fixed up their churches, put on an all-community play, sent a girl to college.

After they had done these things, they would be that much more likely to stand tall and to see, beyond the horizon of Tin Top, the horizons of the world—a world of people who could do with better roads, a good water supply, electricity, better sanitary conditions, better schools and colleges. Once men enter voluntarily into the service of freedom's dream, they do not easily say, "Thus far and no farther."

### Looking Farther

"A mud village lies baking in the punishing sun of a Middle Eastern summer day. Up to its walls over the stony, treeless wasteland crawls an American-made jeep. . . .

"Driving the jeep is a lanky, middle-aged American named Smith, a former county agent half the world away from his native Arkansas. On the seat next to him is a staff worker from the local Ministry of Agriculture, a thin-faced man with dark skin and fine hands, his black hair whitened by the dust. . . .

"As the jeep proceeds along a narrow lane between high mud walls, scores of ragged children appear, as if out of the ground, and follow along. Several are

carrying babies on their backs, their faces speckled with flies. . . .

"In a windowless adobe house slightly larger than most, the two men sit down on the dirt floor with the local elders. First there is hospitality; a tray is passed with glasses of water, tinted slightly pink with a kind of syrup, and sweet cakes. Smith would like to refuse, but he does not wish to offend his hosts. As unobtrusively as possible he slips a halazone tablet into the water glass. Brushing off a few flies, he nibbles at the sticky cake and pronounces it delicious.

"Then the talk starts. Smith and his companion ask what the village needs most. Malaria is bad, they are told . . . ; the village well is foul, and unreliable most of the year; the sheep have been dying off; there is no school for the children . . . ; the wheat crop has been poor. There are ways of coping with these things, Smith says, if the villagers will cooperate. . . ."

This is how Jonathan Bingham, former deputy and acting administrator of the Technical Cooperation Administration, begins his book on Point Four, *Shirt Sleeve Diplomacy* (John Day, 1954).

But this is not only the way in which a certain book begins. It is, we might say, the way in which the world's tomorrow may well begin if it is to be a free tomorrow. For the talk that went on in that "windowless adobe house" was mentally and spiritually akin to the talk that went on in Tin Top, Texas, when the citizens began sizing up their community needs and deciding that there were ways of coping with these things if they would all cooperate.

In short, the jeep that crawled over the dusty, treeless wasteland toward that mud village in the Middle East was not the only thing there that was American-made. The outlook and the intention of the man at the wheel—Smith, a former county agent from Arkansas—were also American-made. The program he represented was American-made.

And back of all of them—back of the jeep, the individual mind, the special phase of foreign policy that goes by the folk name of "Point Four" and the "federal prose" name of Technical Cooperation Administration—was the dream. It was a dream older than any of them, newer than any of them, at home in Tin Top or half a world away, fashioned out of our yesterdays for our tomorrows and the tomorrow of mankind.

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A story that has become a tradition in our family goes back to the 1800's. My wife's grandfather, a mild and godly Methodist minister, was entertaining his sister from New Orleans at Sunday dinner in the parsonage. The sister, with her husband, had gone to live in the South shortly after the Civil War.

The minister had several young daughters. During a quiet place in the conversation, one of the smallest, aged about seven, spoke up with this question: "Aunt Katie, you is a carpetbagger, aren't you?"

There was a deep silence. Aunt Katie's face flushed. Soon she remarked that "the child didn't think that up herself. She heard someone else use the word."

The incident passed off in rather thick embarrassment. After dinner the minister took his little girl into his study and gave her this rather sage counsel: "Nettie, you must, of course, always tell the truth. But don't be *always* telling it!"

—ROGER ALBRIGHT





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Nancy Bayley  
Muriel W. Brown  
Flanders Dunbar, M.D.  
Edmond R. Hess, M.D.  
Reuben Hill  
William C. Menninger, M.D.  
Ralph H. Ojemann  
Esther E. Prevey  
Lyle M. Spencer

• *I need some help in talking sense into my sixteen-year-old daughter. She insists on sitting in parked cars out on the street when we have a lovely home where she could bring her boy friends after a date. I have told her how wrong this is and especially what will happen to her reputation if she keeps on. All I get is a furious look and the familiar "You're so old-fashioned, Mother. This is the age of cars." She says I should trust her, that she is capable of taking care of herself.*

Let's face it: If young couples desire privacy, the parked automobile has it all over the family living room. The living room offers respectability, but it competes poorly in providing privacy. Parents have their own reasons for valuing respectability over privacy, just as adolescents have theirs for reversing the order of importance of these values. Since the two generations view the situation from different vantage points, they naturally come to different conclusions.

The positions are not wholly irreconcilable. You, your husband, and your daughter will need, however, to recognize that there are two problems, both of which require attention. If respectability isn't too seriously threatened, the use of the car as a mobile dating parlor, which occasionally parks, may be acceptable to you, the parents. If privacy can be assured, the living room and the snacks in the kitchen may also prove quite attractive to the teen-age couple.

Girls feel they need privacy most on first dates, when they are less secure and less adroit in keeping the conversation going. Sitting in a parked car and

listening to the radio may break down self-consciousness and give them something to talk about. After the first date the couple can use the living room if it's possible to make certain privacy-assuring agreements with parents and the younger fry—for instance, that the living room will be cleared of eavesdroppers and observers well before the couple is expected. As the girl's dates with the boy become more regular and



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they get into the steady dating phase, privacy from the family will be less and less necessary, and the home will gradually become a natural center for mutual entertainment.

I think we can expect that occasional use of the car as a place for after-date chats will continue for new dates. How, then, can the parents of a sixteen-year-old girl meet her plea for their confidence and trust?

We can, I suggest, begin by acknowledging that we parents have no monopoly on virtue. We need to recognize that our daughters share with us a lively concern for their personal reputations. Basic trust in our teen-agers must include a full appreciation of the fact that they are virtuous persons who by this time have learned what is right and what is wrong. To be sure, their beliefs are often sounder than their judgment when it comes to handling ticklish situations. But they still need assurance that we trust them at the same time that we raise questions about how well they are able to handle the situations that parked cars invite—that is, amorous advances and invitations to necking.

Together parents and daughter can legitimately discuss these questions: How can a girl assure herself, in advance of going out with a boy, that when he parks he will be interested in a getting-acquainted chat rather than a wrestling match? If she predicts incorrectly and he turns out to be a fast boy, how does she divert him? And if he doesn't divert easily,

what else can she do to keep his behavior within circumspect bounds?

Out of such discussions, focused on the subject of how to maintain one's reputation, can come several conclusions. For one thing, it will seem obvious that parking under lights at a public curb-service snack bar is safer than stopping in the woods or along a lonely mountain road. Parking in front of one's home also has some aspects of "openness," combining the elements of respectability with maximum privacy.

Talking over the problem with her parents will further strengthen the girl's interest in remaining virtuous. (This interest, I think, is often stronger than many parents, in their anxiety, recognize.) More important, such discussions in collaboration with seasoned adults will help her to improve her judgment. She will be better able to size up the hazards of situations ahead of time and will gain increased competence in interpersonal relations—an art that the adolescent has had too little opportunity to practice.

In fact, this method of handling the problem of "talking sense" into a sixteen-year-old has many advantages for both parents and teen-ager. They get to know and understand one another's views. They become more trustful of one another, and they are better prepared for future exigencies. Blessed are the communicators, for they shall achieve mutual understanding!

—REUBEN HILL

*Research Professor in Family Life  
University of North Carolina*

## SOME ABSURD IDEAS ABOUT BABIES

Sydney J. Harris, Columnist, "Chicago Daily News"

*Purely personal prejudices.* Among the numerous old wives' tales about babies which I do not for a moment believe, the following seem to me the most harmful and the most absurd:

- That babies under six months old who are picked up frequently and comforted can become "spoiled" if not allowed to "cry it out."
- That some special property enters the atmosphere after dusk, which makes the "night air" practically poisonous for infants.
- That infants easily take cold; whereas, on the contrary, I believe that virtually the only time a baby catches a cold is when he is taken to visit the doctor for a checkup and catches the virus from older children who are sniffing in the waiting room.

• That babies "look like" their father or mother, when the truth is that each baby looks like itself, and should be regarded as an individual personality rather than as a miniature reflection of the parents' vanity.

• That small infants should not be taken for a buggy ride on cold days; whereas, in point of fact, a hot, dry room is worse for any baby than the frigid outdoors—provided he is suitably dressed.

• That babies "need" to wake up at 5 or 6 A.M. and should not be trained to adjust to a later hour, in conformance with the habits of the rest of the family.

• That quite young babies are just blobs who want only to be fed and changed; whereas an alert baby can

become extremely bored lying and looking at the ceiling all day long, with nothing to divert it.

• That a baby who starts to suck his thumb should be quickly broken of the habit, by restrainers if necessary; which attitude wholly ignores the profound sucking instinct in all human infants.

• That a baby can be permanently damaged by the "ignorant" handling of a new mother; when, as a matter of psychological fact, a child can survive the most casual and inept handling, so long as the emotional environment is charged with enough love and patience.

• That babies often cry "just to exercise their lungs"—which is as silly as saying that grownups beat their heads against a wall just to toughen up their skulls.

*General Features Corporation, 250 Park Avenue, New York City. Reprinted by permission.*

# Resources for Parents

*This is the seventh article in the 1955-56 study program on the preschool child.*

## Ralph H. Ojemann

"I HAVE A FIVE-YEAR-OLD BOY," writes a mother, "who seems very disturbed. He has trouble getting along with other children, and he is moody much of the time. I have been a member of a parent education study group for three years, and I have learned enough about children's development to realize Danny needs help.

"I have talked to his kindergarten teacher, who has had some good training in child guidance. She agrees with me. Where can Danny and I go?"

This question points up the second major part of the job of guiding children. The first concern of every parent is to provide the best kind of home—the kind that will help every child grow into a self-reliant, happy person.

But there are times when, in spite of all we can do, a child shows signs of deep emotional disturbance. His parents and his teachers may be unusually understanding and sensitive to his needs, yet the difficulty may be one with which neither a trained parent nor a trained teacher can deal. Expert, specialized help is needed, but what kind? And where can it be found?

Before we go into this question, let us take another look at where the highly specialized resources fit into the scheme of things. Some parents are reluctant to admit that these resources exist for their benefit. They feel that seeking help for their child is a sign of failure in themselves. Of these parents we shall say more later. But there is another group, who seem all too ready to throw their own responsibilities onto the shoulders of somebody else. Their first tendency, when a youngster doesn't do what they think he should, is to make up their minds that he is a "behavior problem." Calling him that gives them a chance to consign him to a specialist and expect the situation to be put right immediately.

There are several drawbacks to such a procedure. In the first place, the mere fact that a child doesn't do what we think he should do doesn't make him a behavior problem. It may be that his parents have

unconsciously made things so difficult for him that there just isn't much that he can do.

From our research, for example, we know what happens when a child is forced to live in a home where he is constantly dominated instead of being "planned with," or when a mother is so concerned about her own inadequacies and insecurities that she overlooks her child's needs altogether. The youngster whose life lacks the necessities of love and understanding is living in a problem situation. He energetically tries to solve the problem. He may do it by fighting, being destructive, and behaving in other overly aggressive ways. To consider him a behavior problem and send him to a specialist would not affect the fundamental trouble at all.

It is not an economical procedure—is it?—for a parent to behave in a dominating or discriminating way until the child breaks down, then send him to a specialist, yet all the while go right on producing more reasons for disturbed behavior. "Certainly not," we say, but the fact is that a high proportion of the cases which a child psychiatrist has to deal with are cases of this kind. Indeed so often does it happen that a child's trouble is not of his own making that child specialists have frequently said, "There are no problem children; there are only problem parents."

### The Wise Don't Wait

This article, however, begins with a question from a parent who is clearly not a problem. She has studied her child's behavior and her own for some time. She has tried to understand his needs, to work with him, and build an environment that can satisfy these needs. She knows that it is better for such a youngster to have attention now, in the preschool years, than later when patterns have been more firmly established.

Our first suggestion, therefore, is to follow the example of the mother who wrote me the letter. Let's make ourselves as understanding of the child's needs

as we can possibly be. Let's strive for more insight, deeper appreciation of his growing personality. Let's train ourselves for this job of guiding children by taking advantage of study groups, of mental health programs in our own communities, of the articles in the *National Parent-Teacher*, of the many excellent pamphlets, books, radio broadcasts, and TV programs that deal with child development—and adult development.

Now suppose, like this mother, we have studied child growth and guidance and have tried to do our best. Yet in spite of all this our youngster develops behavior disturbances. Where can we turn for help?

Where we can turn will depend to a considerable extent on the community in which we live. Establishing facilities for children who are emotionally disturbed is rather a new undertaking for many communities. Some, naturally, are much further along in the task than are others.

If your child is in public school kindergarten, it may be that the school system has a psychologist or guidance counselor on its staff—or some other person who has studied more about child behavior than has the classroom teacher or the well-informed parent. Not all school systems employ such specialized help, but many do.

In general the function of the school psychologist or guidance counselor is threefold. First, he is responsible for giving children, or helping to give them, the more difficult tests and also for gathering background information about all the children in the school so that the school can learn more about them. Second, he is responsible for interpreting to the teachers the results of his research on the development of children. Third, he serves as a connecting link between the school and the more specialized help to be found in the community, such as child guidance clinics, the family service agency or welfare center, or child psychiatrists in private practice.

Sometimes it takes no more than one three-way conference—between parent and teacher and school specialist—to reveal clues to the youngster's behavior. Then the parent and the teacher can work together to get the child back on the right track.

### How the Community Can Help

If, however, the problem turns out to be more difficult to understand, the school specialist can put the parent in touch with a child guidance clinic or some other appropriate community agency. This procedure is commonly called a *referral*.

In many towns and cities these clinics are a service conducted by the community hospital, a local welfare agency, or the board of education. State colleges and universities, too, often sponsor such clinics in connection with medical schools or child welfare institutes. Sometimes many groups in a community will get together to finance a clinic for the benefit

of all parents and children. On the other hand, there are also private child guidance clinics. And in some states the education department or another agency sponsors traveling child guidance clinics that carry these services into small communities and rural areas.

Three groups of specialists make up the well-staffed child guidance clinic. There are one or more *psychiatrists*—physicians who have had intensive training in the treatment of emotional problems. There are one or more *clinical psychologists*, specialists who have been trained to secure accurate information about the child's problem—through many kinds of tests, interview procedures, and other methods—and can carry out treatment with, or under the direction of, the psychiatrist. The third group of professional people on the clinic staff consists of one or more *social workers*, who work with the child's home, his school, and whatever community agencies have a bearing on his problem. We can see at once that such a clinic represents a wide variety of resources, and ideally it operates as a well-coordinated team.

Parents living in larger towns and cities may wish to seek the services of child psychiatrists in private practice. These men and women, who are physicians



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with highly specialized training in their field, are another important source of help to which troubled parents may turn.

### Where Resources Are Limited

Families in small, outlying towns or sparsely settled sections may find that there simply is no such thing as a school psychologist, a child guidance clinic, or a child psychiatrist in their own or nearby communities. What can they do when they need help? Fortunately there is in every state an organization whose chief purpose is to give people information about mental health resources in their localities. This is the state mental health association (or society), which also has local associations in certain cities. Try your telephone book first. If you find no mental health agency listed there and are not able to locate the state mental health association, write to the National Association for Mental Health, 1790 Broadway, New York 19, New York.

While you have pen in hand, you might also wish to write for helpful materials to your own government. The National Institute of Mental Health, which is part of the U.S. Public Health Service, publishes a number of pamphlets—free or inexpensive—on children's problems and community facilities to help solve them. So also does the U.S. Children's Bureau. Both these services are part of the U.S. Department of Health, Education, and Welfare (Washington 25, D. C.).

There are resources, then, available to parents who want help for their children. And in recent years our attitude toward emotional difficulties has been changing for the better. We're learning to take them in our stride, so to speak, to realize that seeking professional treatment is not a sign of weakness but of strength—and common sense. As the noted pediatrician, Dr. Benjamin Spock, puts it in his *Pocket Book of Baby and Child Care*: "There's no more reason to wait to see a psychiatrist until a child is severely upset than there is to wait until he is in desperate condition from pneumonia before calling the regular doctor."

The day is approaching, in fact, when what we now call a "physical checkup" will also include an emotional checkup. We learned years ago that everybody should have a regular physical checkup. That was why the National Congress of Parents and Teachers started its well-known Summer Round-Up of the Children back in 1925, in order that every child could have a physical examination before entering first grade.

It is true that an emotional checkup is much more difficult than a physical one because procedures are yet to be developed. But considerable work is under way on methods of making such an appraisal, and physicians in general practice are being provided with this information as rapidly as techniques are

developed. They welcome it too; for nowadays general practitioners are increasingly aware of, and interested in, the emotional as well as the physical development of their patients.

The same is true of pediatricians. Many departments of pediatrics in medical schools are including on their staffs professors trained in both pediatrics and psychiatry, so that the pediatrician will have the kind of background that will enable him to counsel parents on their children's emotional problems. In-service educational programs also provide such a background for pediatricians. Thus parents of infants and young children may turn to the psychiatrically trained pediatrician, who can make a check on both the physical and the emotional health of the child.

### New Attitudes for Old

In the use of all these professional resources the parents' attitude will have much to do with the attitude of the child. Not so long ago, and in many communities even today, we find people who think that a child who "behaves badly" or is quite nervous or emotionally disturbed is just a "bad egg" or a "black sheep" and always will be. These parents may blame the child or perhaps blame his grandparents. In other families the disturbed youngster may be pampered, overprotected, made the center of things—all because some parents have not yet learned that one can be emotionally sick just as one can be physically sick.

Finding the professional persons who can diagnose and treat emotional illness is not always easy. But find them we can, if we seek them in a calm, reasonable frame of mind—free of the outworn idea that such illness is somehow a reflection on ourselves, the parents. More and more resources are becoming available to parents, and community agencies are doing more and more to make the public aware of these resources and their special values.

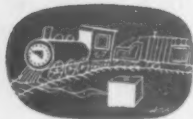
Take advantage of them yourself, when and if you need them. Remember that results may not be evident overnight. If the difficulty is deep-seated it is not something that can be uprooted in a week or even several months. Be patient, cooperative, and willing to change or modify whatever situations have to be altered. And above all be confident that the chances are very good that your child can be put back once more on the road to emotional health.

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Ralph H. Ojemann is professor of educational psychology and parent education at the Child Welfare Research Station, State University of Iowa, and coordinator of the university's preventive psychiatry program. An authority on human development, he now devotes much time to mental health research. Dr. Ojemann is chairman of the National Congress Committee on Parent and Family Life Education.

## I. PRESCHOOL COURSE

Directed by Ruth Strang

"Resources for Parents"  
(page 29)

## Points for Study and Discussion

1. In our grandmothers' day parents probably had few doubts and fears about how to bring up their children. They had too many household tasks to spend very much time worrying about the theory and practice of child care. Today's preschool children are, on the whole, healthy and happy. Yet often parents feel insecure and inadequate about their roles. How can parents use modern knowledge and resources for child care without becoming overly anxious and doubtful about their ability to handle daily problems?

2. How can a parent decide when he himself can deal with a problem related to the physical, emotional, or social development of his child and when he should seek help? (This is a \$64,000 question, to which Dr. Ojemann offers some answers.)

3. Describe some situations, such as the one given at the beginning of the article, in which a parent feels baffled or uncertain. Who would be the best persons for him to consult in each of these situations?

4. What are some of the advantages and disadvantages of consulting each of the following persons: the child's grandmother; an older married sister; a nursery school teacher; the family doctor; a pediatrician; a psychiatrist or psychologist; a child guidance or mental hygiene clinic; a family welfare agency; a minister, priest, or rabbi?

5. How might wholesome recreation and interests shared by the family group help to reduce the emotional problems of children? Can a specialist make up for poor family relations and attitudes? Why does the staff of a child guidance clinic often work with both parents and child?

6. Discuss how parents may guard against each of the following dangers:

- Going to a specialist with a child whose behavior, while sometimes disturbing to adults, is normal at this stage in his development.
- Failure to consult a specialist about a child with a serious emotional disturbance because they believe "he'll outgrow it."
- Taking a child to several specialists at the same time, which may give him the impression that something must be very wrong with him.
- Reluctance to refer the child to a psychiatrist or a mental health clinic because they feel that his disturbance is a reflection on them or that these services are for pathological cases.

7. Listed here in scrambled order are seven steps that

parents should take in using community resources for disturbed children. Rearrange the steps in proper order.

- On recommendation of the school specialist or family doctor, make an appointment to consult a psychiatrist or a mental health clinic.
- Have the guidance person in the school make the referral for psychological or psychiatric help.
- Provide a home where the child may become self-reliant and secure.
- Take advantage of parent education study groups on child development.
- Have a conference with the teacher and the school specialist, if the child is in nursery school or kindergarten.
- Study the child's and their own behavior for a while, to gain a better understanding of his problems.
- Talk with the child's nursery school or kindergarten teacher if the child is in school, or with the family doctor if the child is not in school.

Discuss why you think a certain order of procedure is best.

## Program Suggestions

- Invite one or more representatives of community agencies concerned with child development to talk about the services offered by these agencies and the help they give parents in bringing up children. Then throw the meeting open to questions and general discussion.
- Some time before the meeting, appoint a committee to make a survey of resources for parents in your community. Have the committee present a list of these resources at the meeting, giving the name and address of each specialist or agency, the name of the person who should be consulted, the kind of service offered, fee charged, if any.
- Divide the group into seven small committees. Ask each to discuss among themselves one of the foregoing "Points for Study and Discussion." After arriving at answers or solutions, each committee might present these conclusions to the entire group in a graphic or dramatic way.

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*Spring and Our Faith* (22 minutes), University of North Carolina.

#### Filmstrip:

*Urban Clinic* (50 frames), American Council on Education.

## II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"Junior Achievers in the Family" (page 12)



### Points for Study and Discussion

1. Dr. Sowers asks whether you have junior achievers in your family. Thinking back over the past year, what achievements have your children to their credit? (Any like these? A girl learns to shampoo her own hair. A boy goes through Obedience School with his dog. Either child grows normal-length fingernails or starts a savings account.)

2. Psychology tells us that motivation, or purpose, has a good deal to do with finishing a job. What was the motivation for each of the achievements you have mentioned?

3. There is a nice statement of the rights of children in paragraph 3. What light does this shed on the parents' problem of treating all their children alike?

4. The author lists the tools needed for achieving. Do you think of others? Dr. Sowers says also that parents can help children develop these tools. Take curiosity, for example. How would you encourage it? Keep it guided into legitimate channels? When a person stops being curious, interested, inquiring, what happens?

Or take initiative. How would you help your child develop it? How do you help guide it into legitimate channels? If it is ever stopped (by depression or ridicule or failure), what happens?

5. "The young child wants to do everything Mother does." Does this mean boys as well as girls? Should they be encouraged to undertake household jobs? As children get older, probably each one wants to do everything Father does, too—paint the recreation room, wash the car, or water the lawn. Should both boys and girls be encouraged to do these things? At what age do we begin to differentiate between girls' tasks and boys' tasks in assigning home responsibilities? Should we ever differentiate?

6. As you know the situation in your home and neighborhood, is thirty minutes a day about as much time as a child usually spends on home duties? If so, when—before school, after school, evenings, or just on Saturdays? If this amount of time is not the usual practice, what is your best estimate? In deciding the right amount, what matters of health, homework, other work responsibilities, and so on should parents consider?

7. In one home the daughter has no regular responsibilities except to help Mother. She works along with her Mother—getting apples from the cellar, filling the tea-kettle, reading aloud a recipe, going to the store for milk. In another home the daughter has a schedule of daily

tasks, such as that described in the article. Compare these two situations with respect to each girl's (a) development of responsibility; (b) practice in learning to plan a schedule; (c) feeling of fair play; (d) work accomplished; (e) actual assistance to Mother.

8. Is it your experience that the abilities developed by junior achievers carry over to make them senior achievers in adult life? Give examples.

### Program Suggestions

• As an opener, each member of the study group might report on point 1 in the foregoing section. Next, pass out paper and pencils and allow about ten minutes for each person to make out a work chart like the one described in the account of the family conference. Then ask each person to rate his or her chart "Good," "Fair," or "Poor" on the basis of these points: (1) Does each member of the family have a share? (2) Does each one get some "fun" jobs? (3) Does each have some dull, repetitive jobs? (4) Are there some cooperative jobs? (5) Is there enough flexibility to take care of emergencies (sickness, company, trips, and so on)?

• If the group is large, try breaking up into small groups of six, to discuss for about six minutes such arguable points as these: (1) Children's allowances should be related to their accomplishment of home duties. (2) Living in the country provides better opportunities for developing work habits than does small-town life. (3) Dish washing is the children's responsibility. (4) Children should be allowed to choose their home duties. After each six-minute discussion, each group should, through its spokesman, report its consensus.

• Stage several impromptu debates on the above-mentioned topics. When two persons have presented opposing points of view on a topic, the audience may vote—by a show of hands or applause—on the presentation that seems soundest to them.

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### III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"Helping Them over Hurdles" (page 4)

#### Points for Study and Discussion

1. "School days—the happiest days of your life." "Teen-agers—carefree, happy youngsters." "Adolescents—irresponsible kids without a thought in their heads." These oft-heard phrases reveal a common mistake in the way parents and other adults may think of high school boys and girls. Several recent samplings of young people's problems give quite a different impression of our youth—the responsibilities they want to take and the things that bother them.

For instance, a poll taken by the Midcentury White House Conference on Children and Youth showed that 56 per cent are concerned about the draft and military service. And according to the Purdue Opinion Panel for Young People:

- 54 per cent wish they knew how to study more effectively.
- 59 per cent ask "How much ability do I actually have?"
- 54 per cent want people to like them more.
- 49 per cent want work experience.
- 48 per cent of the boys and 39 per cent of the girls seldom have dates.
- 31 per cent are deeply concerned about the possibility of another war.
- 30 per cent want to make the world a better place.
- 25 per cent express concern over race prejudice.

How can we parents learn to take our adolescents seriously? When we are tempted to brush them off as unimportant (because they are young), how can we bring ourselves to stop, look, and, listen; to understand their real concerns as real people?

2. The Gilbert Youth Research Organization polled 715 teen-age girls, living in ten scattered communities, rural and urban. They represented various income levels, but all came from homes with both a mother and a father. Here are the responses to three representative questions:

"Does your mother listen when you have something important to tell her?" *Yes*, 64.7 per cent; *no*, 30 per cent.

"Are your parents often too busy to worry about your problems?" *Yes*, 42.6 per cent; *no*, 52 per cent.

"Have your parents ever talked with you about the facts of life?" *Yes*, 45.8 per cent; *no*, 50.7 per cent.

Do these percentages suggest that many of us are too preoccupied with our own worries to give full attention to our teen-agers' problems? Or do they reflect the busy lives we lead, the many roles and responsibilities that command our attention? Do they, perhaps, indicate that we parents feel uncomfortable about discussing certain intimate areas of personal and social living with our young people? What other possible explanations are there?

3. There is ample evidence that young people today need and want adult guidance. To be of help to them we do not have to have all the answers to their questions. Oftentimes they do not need a yes-or-no answer so much as a "Let's look at it together" kind of interest. Look again at what the young people in the article have to say about the kind of help they appreciate. Select quotations showing that it is not specific advice or direct answers that they want but subtle reassurance, positive affirmation, an expression of confidence in them and their ability to work things through.

4. How can a parent prove that he or she is approach-

able without seeming to pry? There is a narrow line between being interested in your teen-ager and what the youngsters themselves call "snoopervision." Just where is that line to be found?

#### Program Suggestions

- List in a column on the blackboard all the problems mentioned by the young people in the first part of the article. The list will read something like this: school, graduation, jobs, politics, the draft, allowances, dating, personal problems, shyness, friends, marriage. Now ask one another in your group, "Which of these problems do our young people have?" Check those that do belong to your adolescents, and erase those that do not. Add others mentioned by members of your group as concerns of their own teen-agers. Underline those you find hardest to talk over with your sons and daughters. Discuss these in detail.
- Plan an "exercise in reality" practice, in which one of your group plays the part of a troubled son or daughter and another member plays the parent to whom the young person comes with his problem. Decide, as a group, on the problem to be dramatized and the kind of parental attitude to be portrayed. After the first dramatization, have the two persons exchange their roles for variations in types of possible interaction. Discuss these variations, and suggest why they developed as they did.
- Invite your school counselor, a consulting psychologist, or some other person who works professionally with adolescents to speak to your group on such a topic as "The Do's and Don'ts of Counseling Adolescents." Leave plenty of time for questions and comments from the group.
- Put on a panel made up of articulate young people and parents to discuss "What Members of Both Generations Need To Understand About Each Other." Have the two groups—teen-agers and parents—rehearse by themselves beforehand, deciding on the points they agree should be raised. Keep the tone of the panel warm and friendly. Follow the panel presentation with a general discussion.

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## BOOKS in review

**HOW TO DEVELOP BETTER LEADERS.** By *Malcolm and Hulda Knowles*. New York: Association Press, 1955. \$1.00.

Our understanding of leadership is moving from folklore to science. We used to think of leadership as a quality centered in one person. But studies by social scientists reveal that leadership is a set of functions. In any given group, now one person and now another takes on a function of leadership. The line between leaders and followers is less sharp than we thought in the folklore era.

What do the new findings mean for the training of leaders? We have long known that leaders can be developed on the job. Nowadays fresh views on this old approach are being put to work in self-training programs in industry, social agencies, and volunteer organizations. The workshop method offers still another way of developing effective leaders. Hulda and Malcolm Knowles lay out blueprints for both methods.

The Knowles also supply a kit of leadership-training tools with directions for use, tools such as interestfinder questionnaires, audience participation techniques, audio-visual aids, the problem census, role-playing, evaluation questionnaires, and group efficiency scales. And for those who want to know still more about the subject, the authors list many valuable resources—summer training laboratories, periodicals, books, pamphlets, films, and filmstrips.

Hulda and Malcolm Knowles have prepared an admirably succinct statement on goals and methods in a vital area of human relations. Theirs is a how-to book that will be a valued addition to the basic library of every parent-teacher association.

**THE CARE OF THE SKIN.** By *Herbert Lawrence, M.D.* Boston: Little, Brown, 1955. \$2.50.

Acne, the scourge of many teen-agers, can scar the personality as well as the skin. Though Dr. Lawrence has no magic formula for producing a clear complexion overnight, he draws upon years of research and practice as a skin specialist to dispel common myths about acne. The causes, he warns, are not easy to isolate. Diet, rest, general health, prolonged or undue tension—all play a part. The steps he urges for restoring health to the skin are clear and detailed and extend into the emotional life of adolescents. However, he points out, each case has its own peculiar problems that call for individual attention.

Acne victims may get relief by washing thoroughly with soap and hot water two or three times a day. Exposing the skin to direct sunlight for moderate intervals may also help. Treatment prescribed by skin specialists may include thyroid extract, vitamins, ultraviolet ray, or X ray.

Dr. Lawrence's easy-to-read book is, first of all, for young people who are uneasy about their complexion, but teen-agers whose skins are blessedly clear may also want to consult his guide to make sure that they hold on to habits that safeguard healthy complexions.

**HELPING CHILDREN GET ALONG IN SCHOOL.** By *Bess Goodykoontz*. Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. 50 cents.

There's your Johnny standing in the front doorway. It's a crucial day—his first day at school. What happens to him today can set off currents that will flow for a lifetime. You've been building toward this day, gently coaching Johnny to speak clearly, taking him on little trips so he'd have something exciting to talk about, watching his health, and encouraging him to welcome school. Teacher, too, knows that this is a big day, that it's up to her to help ease him into the big change that is school.

Once the first days are past Mother and Father can help Johnny by taking an active interest in the school. As for Teacher and her co-workers, they can keep parents informed on school goals and invite their interest in school problems.

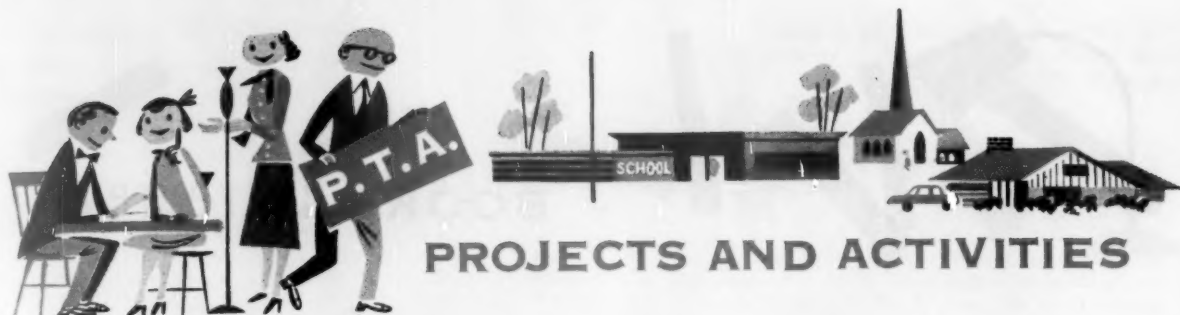
As the years go on, Johnny's parents and teachers can help him build good study habits. By encouraging cooperation and consideration they can give him invaluable practice in getting along with people. Finally, the home-school team can help Johnny by taking an active interest in the community and by making the school good for children—for all children.

A big order? Not if we realize what's at stake. At stake, in the words of Bess Goodykoontz, is "our own children's future—the kind of society they will live in, and the kinds of schools their children will attend."

This pamphlet by the able and distinguished director of the *National Parent-Teacher's* study program on the school-age child reflects a sensitive understanding that extends to all partners of the school enterprise—teachers, parents, children. Even as Bess Goodykoontz advises one group, she has all three very much in mind. Parents who are soon going to see their Johnny or Jane off to school for the first time will want to read these pages. Parents of school children whose first day is months or years behind them will find wise suggestions for getting over trouble spots. A much needed and highly readable *Better Living Booklet* on a subject of perennial interest to all parents.

**THE CHILD WITH RHEUMATIC FEVER.** Children's Bureau Folder No. 42-1955. U.S. Government Printing Office, Washington 25, D. C. 10 cents.

Rheumatic fever is an illness that finds many of its victims among children from six to eight years old. This simply written pamphlet alerts parents to early signs of the malady, such as "strep" throat, and to the importance of prompt medical care. It also offers common-sense advice on how to keep the young patient busy and cheerful during convalescence and how to avoid recurrent attacks. Highly practical and useful, too, is the closing section, which lists the organizations and agencies to which parents may turn for information and assistance.



## PROJECTS AND ACTIVITIES

### PROBLEMS OF A UNIQUE P.T.A.

THE P.T.A. OF THE CEREBRAL PALSY SCHOOL—housed in the Cerebral Palsy Diagnostic and Treatment Center in Roosevelt, Long Island, New York—is the first such unit in the entire country. Because it is the only one of its kind so far, other P.T.A.'s may be interested in learning about our particular problems. What is our purpose? What are our special concerns? What is the future of our children?

The education of cerebral palsied children presents special problems. There are as yet no established formulas for teaching such children. The teachers have to learn by experiment and experience—on the spot, as it were. To complicate their problem still further, they have to deal intimately with the medical symptoms of each student and to discover ways of working around them. They must strive to gain the attention of the children (a difficult problem with the cerebral palsied) and then increase the rate of such concentration. Years of steady, repetitive effort may be required.

The teacher in this type of school has to work directly with the medical team to a far greater degree than do teachers in other schools. It is through this process that new methods of teaching are formulated, tried out, and analyzed to determine their effectiveness.

#### An Essential Partnership

Because of the unique problems of the cerebral palsied child, the parent-teacher relationship is more intimate than it would ordinarily be. Close cooperation between the teacher and the parent is not simply desirable; it is a matter of necessity. Normally, parents may assist the teacher by working with the child at home when he needs help. Parents of cerebral palsied children must, however, give *constant* assistance. Because the child is slow to grasp new ideas or situations and lacks normal responses and articulation, he needs continuous help at home as well as at school.

On the other hand, the limitations of the cerebral palsied child must be recognized by the teacher, the parent, and by the child himself. If he is made to

do what is beyond his capabilities, frustration is almost sure to follow. And this emotional state can be just as damaging as the original affliction.

The appearance of the cerebral palsied child often gives a false impression of his mental capacities, further complicating an already difficult task. We parents and teachers who work with these seriously handicapped children are striving to achieve for them a niche in our society. To do this, we must break down prejudice and ignorance that, though not as great as in the past, still play a major role in preventing the handicapped from becoming socially and economically integrated. We must educate the public, so that these children will be given every opportunity to reach the peak of their intellectual ability.

#### Toward a Better, Brighter Future

At times even the so-called normal person has difficulty in coping with new experiences. But the cerebral palsied child starts out with a handicap that makes him "different," leaves him "out of things." Thus is planted the seed of frustration, which in turn leads to bitterness.

Therefore, if we are to deal with this problem successfully we must start as early as possible. Guidance must begin early in childhood and go on continuously. The assistance of a psychologist is vital, for it is almost axiomatic that with every physical handicap there is some psychological disturbance. Children must be helped toward a realistic program of activity. We must see that they gain a measure of social experience as early in life as possible. Evaluations must be made; assets and liabilities must be analyzed.

These are some of the things our parent-teacher association is working for. It is growing rapidly, as more and more parents learn the satisfaction of working toward a better future for their children—a future that will hold a minimum of problems and a maximum of contentment.—SEYMOUR EDLEMAN  
*Publicity Chairman*  
*Roosevelt Cerebral Palsy School P.T.A.*

# *A Safety Charter for Children and Youth\**

Children and youth are the nation's most valuable asset. They are wholesome and eager; they possess great vigor; they are adventurous. At the same time they are ingenious and mischievous. Most of all, they have faith and trust in adults whenever and wherever their safety is involved. This fact places a tremendous responsibility upon us all to provide:

## **I. "For every child a dwelling-place safe, . . ."**

A home that assures freedom to live, work, and play safely; an environment with progressively reduced physical hazards; and a family program of continuous guidance that develops confidence and ability to protect oneself and others.

### **All children and youth need:**

1. A home built, equipped, and maintained for safe living.
2. A home where there is an atmosphere of acceptance of each individual—where sympathy, understanding, love and affection promote the mental and emotional health essential to the development of desirable attitudes and practices of safe living.
3. A home where parents and children alike assume their individual responsibilities for safe behavior in all situations.
4. A home where the family practices safe living at all times.

## **II. "For every child education for safety and protection against accidents to which modern conditions subject him."**

A school that recognizes ever-changing needs; progressively reduces physical hazards; and educates for safe living through instruction, example, and participation.

### **All children and youth need:**

1. A school that provides and maintains a safe environment—buildings, grounds, equipment, supplies, machinery, heating, and lighting.
2. A school that bases its education for safe living on continuous research, local and national.

3. A school that uses a twenty-four-hour-a-day accident reporting system as one factor in planning and evaluating its instruction in safe living.

4. A school where guidance, supervision, and instruction are geared to personal responsibility for one's safety and that of others, and where due emphasis is given to proper knowledge, skills, attitudes, and habits.

5. A school that provides, in all its activities, opportunities for pupils to develop the ability to make adjustments for safe living, both present and future.

6. A school that permits democratic participation of children and adults in planning and enforcing rules and regulations designed for safe living.

7. A school that reflects a philosophy which emphasizes educational experiences for youthful participants and which substitutes an increasing sense of personal responsibility for restrictive and supervisory measures imposed by others.

8. A school that facilitates interaction with the community for better safety.

## **III. "For every child a community which recognizes and plans for his needs, protects him against physical dangers, . . . provides him with safe and wholesome places for play and recreation."**

A community where all agencies and organizations, through individual and cooperative effort, develop a program of action that meets conditions affecting the safety of youth.

### **All children and youth need:**

1. A community that provides for the safety of its citizens.
2. A community, rural or urban, that provides for, and encourages, safe living on the streets and highways, on the job, in recreation, and at home.
3. A community that considers the safe route to and from school, church, playground, and other youth centers in its planning.
4. A community with adequate regulations and enforcement for traffic, transportation, building and fire safety.
5. A community that accepts its responsibility for appropriate leadership and supervision of group functions.
6. A community wherein safe and reasonable recreation programs are provided for children and youth, under adult guidance and supervision competent to assist children and youth in making appropriate social adjustments.



*We, as educational leaders, recognizing that conservation of life depends upon the safety education of our children and recognizing that every individual has the right to contribute to safe living for all Americans, do hereby pledge ourselves to do all that is within our power to meet these needs of children and youth.*

\*This charter was developed by a joint committee representing the American Association for Health, Physical Education, and Recreation; Association for Supervision and Curriculum Development; Department of Classroom Teachers; Department of Elementary School Principals; National Association of Secondary-School Principals; National Commission on Safety Education; National Council for the Social Studies (all of which are departments of the National Education Association); Society of State Directors for Health, Physical Education, and Recreation; National Safety Council.

\*\*\*"Children's Charter," White House Conference on Child Health and Protection, 1930.



## MOTION PICTURE previews



### PREVIEW EDITOR, ENTERTAINMENT FILMS

Mrs. LOUIS L. BUCKLIN

#### JUNIOR MATINEE

From 8 to 12 years

**The Court Jester**—Paramount. Direction, Norman Panama, Melvin Frank. Danny Kaye dons cap and bells in this delightfully daffy medieval period piece. It's all about the efforts of the Black Fox and his merry band to place the rightful heir (a babe in arms) upon the British throne. Conspirator Danny Kaye masquerades as a famous jester to secure a key to a secret passage in the palace. Alas, a witch works an evil spell upon him, making him forget his urgent job and also his true love. At a snap of the witch's finger he becomes Britain's leading swordsman; at another snap—anyone's—he is once more the inept, terrified jester. In a gaily burlesqued finale, an army of dwarfs swing from the palace ceiling to tie up the usurping ruler and his advisers, who had ordered Danny's death. No bloodshed and a gentle hero. Leading players: Danny Kaye, Glynis Johns, Basil Rathbone.

Family

Excellent

12-15

Excellent

8-12

Excellent



Danny Kaye, in *The Court Jester*, admires the true king of England before preparing to go to the usurper's palace.

#### FAMILY

Suitable for children if accompanied by adults

**Forever, Darling**—MGM. Direction, Alexander Hall. A unique kind of marriage counselor descends from the heavens in a terrifying blaze of blue light to solve the marital difficulties of Lucille Ball and Desi Arnaz—married for five decreasingly sublime years. Desi is a scientist, engrossed in his work. Lucy has nothing to do but await his delayed homecomings. The fur begins to fly one night after Desi has decided his wife's guests. Enter her guardian "angel" (James Mason as James Mason), a rather frightening vision capable of penetrating locked doors. She follows his suggestion that she accompany her husband on a scientific expedition and of course commits all the familiar blunders of the well-meaning but helpless film female. One student wrote, "*Forever, Darling* is a typically hilarious example of the Ball-Arnaz style of humor." Leading players: Lucille Ball, Desi Arnaz, James Mason.

Family

12-15

8-12

Amusing fantasy farce

Yes

Yes

**Seven Wonders of the World**—Direction and commentary, Lowell Thomas. Cinerama seems to be standing still. Although it can provide a magnificent three-dimensional illusion and a seemingly unlimited expanse, the technique is still annoyingly imperfect. Furthermore, this latest Cinerama film is a large, formless, and superficial travelogue that depends heavily on the virtues of its medium for appeal. Certain individual scenes do have merit. For example, there are breath-taking views of the world's three greatest waterfalls, a dance vignette in India, a baseball game in Arabia, and two scenic participation thrills (one flying under the great New York bridges and another sliding madly down a narrow-gauge railroad track in the steep Himalayas). However, the glimpses of famous places in the Holy Land are sketchy, though the commentary is detailed. One feels cheated at the inexcusably superficial glimpse of Japan, consisting of some pretty Japanese dancing girls in formations reminiscent of the Rockettes and a view of Fujiyama. Cinerama can, and must, do much better than this.

Family

12-15

8-12

Fair

Fair

Fair

#### ADULTS AND YOUNG PEOPLE

**Abdullah the Great**—20th Century-Fox. Direction, Gregory Ratoff. A tasteless comedy about the ruler of a fictitious but vaguely familiar Middle Eastern country is laid in Monte Carlo and other lush Mediterranean spots. Wrote one high school senior, "The picture is disappointing in view of Miss Kendall's former comedy successes." (Kay Kendall plays an English model who flees the ardors of Abdullah.) "She seemed out of her depths in a picture of this sort." She added, "Gregory Ratoff's portrayal of the lecherous King Abdullah is at times embarrassingly realistic." Commented another student, "An interesting sequence of native dances is a high spot in the picture." They all considered it largely a banal and vulgar film, to be recommended only for adults. Leading players: Kay Kendall, Gregory Ratoff.

Adults

15-18

12-15

Matter of taste

No

No

**Cash on Delivery**—RKO. Direction, Muriel Box. Shelley Winters is the only one of the three principals who really puts her back into this repetitious British farce. She plays the role of



a shapely American show girl who will inherit two million dollars if her former husband, who has married again, fails to become the father of a son by a certain date. Miss Winters, with all the vigor of a Fourth of July rocket, descends on an unsuspecting Britain. She finds her ex-husband in a cottage, where he is dispiritedly trying to compose a musical score and wait on his "expectant" wife. His troubles multiply when the baby fails to appear on schedule. Leading players: Shelley Winters, John Gregson, Peggy Cummins.

**Adults** 15-18 12-15  
**Mediocre** Mediocre No

**Dance, Little Lady**—Trans-Lux Films. Direction Val Guest. An uneven back-stage drama about a ballerina whose career is abruptly ended in an accident caused by her drunken husband. He leaves her to fend for herself and their small daughter but returns years later to exploit the child's talents in motion pictures. There are many attractive ballet sequences, with members of the Sadlers' Wells Ballet contributing a professional touch. The acting is generally good, particularly on the part of Mai Zetterling and the child Mandy. A melodramatic ending adds an odd note to an otherwise sentimental, occasionally touching picture. Leading players: Mai Zetterling, Terence Morgan, Mandy.

**Adults** 15-18 12-15  
**Fair** Of interest to ballet enthusiasts Of interest to ballet enthusiasts

**Doctor at Sea**—Republic. Direction, Ralph Thomas. The lively and amusing *Doctor in the House* has a sequel that is also lively, although not so amusing. Dirk Bogarde, one of the young doctors of the former film, wants to escape from his dull London practice and his partner's equally dull but predatory daughter. He becomes ship's doctor on a picturesque cargo steamer headed for South America. James Robertson Justice, a very good actor, does his best to instill the comic spirit into a huge, bearded captain with a foghorn voice, as determinedly in favor of discipline as he is against the ladies. Naturally he is compelled to take on two female passengers. One, a likely spinster, persistently pursues him. Her companion, a pretty young singer, becomes the doctor's sweetheart. There is also a wild party on shore and an emergency appendectomy at sea. Leading players: Dirk Bogarde, Brigitte Bardot, James Robertson Justice.

**Adults** 15-18 12-15  
**Fair** Amusing Yes

**Fury at Gunsight Pass**—Columbia. Direction, Fred F. Sears. A run-of-the-mill western in which a gangster, masquerading as a businessman, plans to rob a bank but is double-crossed by a member of his gang. Leading players: Neville Brand, David Brian.

**Adults** 15-18 12-15  
**Western fans** Western fans Western fans

**Ghost Town**—United Artists. Direction, Allen Miner. Stagecoach passengers take refuge from attacking Indians in a ghost town, led by a young reporter from Boston, who is prospecting for gold. During the siege he loses the pretty girl who had come west to marry him but gains the regard of an Indian chief and his adopted daughter. A slow-paced and mediocre western. Leading players: Kent Taylor, John Smith, Marian Carr.

**Adults** 15-18 12-15  
**Western fans** Slow Slow

**Jail Buster**—Allied Artists. Direction, William Beaudine. In this heavy-handed piece of slapstick three dim-witted friends get themselves sent to jail so that they may investigate reports of corruption there. Before they can convince the warden that some prisoners are living like kings, they effectively disrupt operations in the kitchen and drive the prison psychiatrist out of his mind. Leading players: Leo Gorcey, Huntz Hall, the Bowery Boys.

**Adults** 15-18 12-15  
**Poor** Poor Poor

**Joe Macbeth**—Columbia. Direction, Ken Hughes. Shakespeare's *Macbeth*, paraphrased to fit an underworld setting, becomes a brutal modern study of lust for power. Joe Macbeth, under the relentless urging of his ambitious wife, treads a bloody path to become kingpin of the mob and "king of the city"—only to be so consumed by distrust and fear that he kills enemies and friends alike to ensure his position. As a gangster melodrama, this is not very original, but the leading players give solid performances. It is interesting, too, to see how the play is translated into the new setting. It does diverge from the original, but there are familiar incidents. Unfortunately, the sordid gangsters, realistically treated, are no parallels for Shakespeare's exalted personages, whose characters are illu-

minated by great poetry. Leading players: Paul Douglas, Ruth Roman, Bonar Colleano.

**Adults** 15-18 12-15  
**Matter of taste** Mature No

**The Killer Is Loose**—United Artists. Direction, Budd Boetticher. A psychopathic bank teller, imprisoned for robbery, is determined to escape from prison and kill the wife of a policeman who accidentally shot the teller's wife. A series of successive thrills and chills is thereby provided. Wendell Corey, as the killer, helps with the goose pimples. Leading players: Joseph Cotten, Rhonda Fleming, Wendell Corey.

**Adults** 15-18 12-15  
**Good thriller** Tense No

**The Lieutenant Wore Skirts**—20th Century-Fox. Direction, Frank Tashlin. This farce starts out with an amusing idea: A young wife joins the Army to be near her husband, who is about to be recalled into the Air Force. He is rejected at the last moment, and she is ordered to Hawaii. The idea loses freshness as it is developed, though Tom Ewell, suave comedian, and the beautiful Sherree North do some expert acting. When Mr. Ewell, as house-husband, busies himself at the laundromat or plays bridge with the girls, he is reasonably funny. His efforts to get his wife discharged on grounds of insanity, however, go too far. The dialogue is extremely sophisticated. Leading players: Tom Ewell, Sherree North.

**Adults** 15-18 12-15  
**Matter of taste** Overly sophisticated No

**Never Say Good-by**—Universal-International. Direction, Jerry Hopper. A sentimental, weakly constructed drama that gains some credibility through the fine, sensitive performance of Cornell Borchers. She plays a Viennese wife who runs away from a jealous husband, is imprisoned by the Communists, and lives through years of unhappy separation before misunderstandings are cleared up. Leading players: Cornell Borchers, Rock Hudson.

**Adults** 15-18 12-15  
**Matter of taste** Possibly Poor

**Picasso**—Van Wolf Productions. Direction, Luchio Emmer. The paintings, drawings, sculpture, and murals of Pablo Picasso, representing all the important periods of his art, are interestingly assembled here. Unified by a commentary, the film will reward Picasso's admirers and hold the attention of a general audience. His protean accomplishments range from the serene beauty of pure, almost Greek linear expression to abstractions. A brief scene at the end shows the old painter still busy. The audience watches him commence a huge modern mural—his strokes free, relaxed, and authoritative.

**Adults** 15-18 12-15  
**Good** Mature Mature

**Ransom**—MGM. Direction, Alex Segal. A tense, absorbing melodrama with a significant message. The acting of Glenn Ford and Juan Hernandez is so moving and sincere that one can overlook the machine-made plot and the uneven portrayal of family relationships. Script and direction are focused on the theme of the film: that kidnapping has flourished because of the sentimental attitudes of the public. The press, the police, and the man on the street all believe that the only decent thing to do is to facilitate communication between kidnaper and the victim's family and make it as easy as possible for the ransom to be paid. All possible angles of the problem—political, social, and personal—are brought out. The picture develops power toward the middle, and one is swept helplessly along to the climax as Glenn Ford, the kidnapped child's father, gives his agonizingly thought-out decision to the kidnaper—and to the world through a television broadcast. Leading players: Glenn Ford, Donna Reed, Juan Hernandez.

**Adults** 15-18 12-15  
**Excellent of its type** Mature Mature

**Red Sundown**—Universal-International. Direction, Jack Arnold. The hero of this Technicolor western has just about decided to give up living by the gun when he happens on a small Texas town that is being tyrannized by a cattleman. In no time at all handsome Rory Calhoun is wearing a deputy's badge and going to work for brave but ineffectual Dean Jagger, the sheriff. He singlehandedly tackles the villain and a hired killer with fists and guns respectively. Competent acting. Leading players: Rory Calhoun, Dean Jagger, Martha Hyer.

**Adults** 15-18 12-15  
**Western fans** Western fans Poor

**Richard III**—London Films. Distributed by Lopert Films. Direction, Laurence Olivier. Shakespeare's grim melodrama is shot through with the dark glitter of Laurence Olivier's handsome, commanding performance as Richard. This was the embittered hunchback king who, by a series of treacheries and murders,

occupied the throne of England for a few sorry days. Colorful, impeccable settings and costumes, together with a loving artistry that embellishes every bit of pathos, beauty, and sardonic humor in the text, makes this a rewarding film. The humor of Richard's mocking asides and the expert timing in the satiric episode where Richard is persuaded to take the throne against his will are doubly enjoyable in a play so crowded with murderous plotting. Leading players: Laurence Olivier, John Gielgud, Ralph Richardson, Cedric Hardwicke, Claire Bloom, Pamela Brown.

Adults	15-18	12-15
Excellent	Excellent	Mature

**Samurai**—Homei. Direction, Hiroshi Inagu. Exquisite photography in Eastman color gives a misleading softness to what should have been a harsh, haunting legend in somber black and white. The time is the seventeenth century. Japan, after two hundred years of revolution, is sick of war. The melodrama attempts to state that it is not enough for a hero to seek glory by the sword; he must first conquer himself and dedicate his chastened soul to the pursuit of wisdom. The story involves a hotheaded youth with a passionate yearning to become a great war hero. No opportunity appears, and he proves a general nuisance to his village, until the priest sternly shows him the true path to service. Strange, picturesque costumes and settings, with some overacting. Leading players: Toshiro Mifune, Kaoru Yachigusa.

Adults	15-18	12-15
Good	Mature	Mature

**Shack Out on 101**—Allied Artists. Direction, Edward Dein. At the end of this black-and-white melodrama one feels sorry for the owner of the lonely beach café where the entire action occurs. Half his staff and most of his customers prove to be either disguised FBI men or atomic spies, so business is probably going to be slow from now on. To top it all, his pretty waitress decides that marriage is a more enticing career and quits. Warning note: In an unpleasant climax an innocent bystander who hates violence spears the villain with a harpoon. Leading players: Frank Lovejoy, Keenan Wynn, Terry Moore.

Adults	15-18	12-15
Routine	Poor	No

**Slightly Scarlet**—RKO. Direction, Allan Dwan. This crude crime film deals with the questionable activities of a gangster's henchman (John Payne) involved with the grasping, redheaded secretary of a man who is fighting political corruption in their community. They are all embarrassed (as are we) by the actions of her redheaded sister, a nympho-kleptomaniac just released from prison. Complete trash. Leading players: Rhonda Fleming, Arlene Dahl, John Payne.

Adults	15-18	12-15
Trashy	No	No

**Storm Fear**—United Artists. Direction, Cornel Wilde. In this gangster melodrama, laid in the mountains around Sun Valley, Cornel Wilde is a bank robber who, with two fellow criminals, seeks refuge in his ailing brother's home. The brother's wife is Cornel's former sweetheart, and the boy in the house is his. A snowstorm clamps down on the household of seething emotions, which break into hysteria as the natural father makes his son guide them over a mountain to avoid being captured. The child is forced into some ugly situations, including one in which he is compelled to kill his father's enemy. Leading players: Cornel Wilde, Jean Wallace, David Stollery.

Adults	15-18	12-15
Poor	Unwholesome	Unwholesome

**Too Bad She's Bad**—Getz-Kingsley Films. Direction, Alessandro Blasetti. Mischievous Sophia Loren bends a simple Italian cab driver to her will in misadventures that reduce his beloved cab to a shambles but win her a proposal of marriage. Vittorio de Sica plays her rascally father with a light touch, but even his professional skill fails to make the philosophical suitcase-snatcher too engaging. In fact this farce would be rather heavy if it weren't for the impudent charm of Miss Loren. Leading players: Sophia Loren, Vittorio de Sica, Marcello Mastroianni.

Adults	15-18	12-15
Matter of taste	Mature	No

**World in My Corner**—Universal-International. Direction, Jesse Hibbs. In this routine boxing drama Audie Murphy portrays a boy from the Jersey flats who turns to boxing as a way out of poverty. He meets up with an honest, has-been fight manager, willing to train a potential winner if the fighter will play fair. Audie's ambition and love for a rich girl drive him into a fixed-fight situation. He catches hold of his fleeting ideals, but not soon enough to save himself from a beating by enraged hoodlums. Leading players: Audie Murphy, Barbara Rush.

Adults	15-18	12-15
Fair	Fair	Fair

## MOTION PICTURES PREVIOUSLY REVIEWED

### Junior Matinee

**Haidi and Peter**—Children, good; young people, yes; adults, pleasant.  
**The Naked Sea**—Excellent.  
**Switzerland**—Children and young people, good; adults, interesting.

### Family

**Artists and Models**—Children, slow at times; young people, yes; adults, uneven but good slapstick; satirical in parts.  
**The Benay Goodman Story**—Children, possibly overlong; young people, good; adults, good of its type.  
**Glory**—Entertaining of its type.  
**Good Morning, Miss Dove**—Children and young people, yes; adults, nostalgic.  
**Lovers and Lollipops**—Children, yes; young people, good; adults, delightful.  
**Lucky Kid**—Children and young people, good; adults, excellent.  
**Oklaumont**—Children and young people, entertaining, with reservations; adults, excellent.  
**Quentin Durward**—Children, fair; young people and adults, entertaining.

### Adults and Young People

**All That Heaven Allows**—Fair.  
**At Gaspain**—Children, not for the restless; young people, good; adults, good, mature western.  
**Ballet de France**—For ballet enthusiasts of all ages.  
**The Big Knife**—Children, no; young people, mature; adults, matter of taste.  
**Come Next Spring**—Children, yes; young people and adults, entertaining of its type.  
**The Court-Martial of Billy Mitchell**—Children, mature, but "yes" with discussion; young people, needs to be discussed; adults, excellent.  
**Crooked Web**—Children, no; young people, poor; adults, matter of taste.  
**The Deep Blue Sea**—Children and young people, no; adults, matter of taste.  
**Desert Sands**—Waste of time.  
**Diabolique**—Children and young people, no; adults, definitely a matter of taste.  
**Diana**—Children, no; young people, mature; adults, showy period piece.  
**Dr. Knock**—Children, mature; young people, possibly; adults, amusing.  
**Flame of the Islands**—Children and young people, no; adults, trash.  
**Fort Yuma**—Children, no; young people, poor; adults, tasteless western.  
**Frisky**—Children and young people, no; adults, matter of taste.  
**The Girl on the Red Velvet Swing**—Children and young people, no; adults, matter of taste.  
**Golden Dams**—Children and young people, mature; adults, good of its type.  
**Goya**—Children, possibly too mature; young people, art and history students; adults, good art study.  
**Guys and Dolls**—Children, overly sophisticated in part; young people, mature; adults, highly entertaining.  
**Hall on Frisco Bay**—Children, no; young people and adults, poor.  
**Hall's Horizon**—Fair.  
**Hill 24 Doesn't Answer**—Children, yes; young people and adults, fair.  
**Hold Back Tomorrow**—Children and young people, no; adults, poor.  
**The Houston Story**—Children, no; young people and adults, poor.  
**I Am a Camera**—Children and young people, no; adults, matter of taste.  
**I Died a Thousand Times**—Children, no; young people, poor; adults, matter of taste.  
**I'll Cry Tomorrow**—Children, no; young people, mature; adults, good.  
**The Indian Fighter**—Children, mature; young people and adults, western fans.  
**Inside Detroit**—Fair.  
**Killer's Kiss**—Children and young people, no; adults, matter of taste.  
**Kismet**—Children, no; young people, sensual; adults, fair of its kind.  
**A Lawless Street**—Children and young people, routine; adults, western fans.  
**Leaves of Life**—Children, not for the restless; young people and adults, very good.  
**Letters from My Windmill**—Children, no; young people, mature; adults, matter of taste.  
**Lucy Gallant**—Children, yes; young people, the girls will enjoy it; adults, entertaining.  
**Magic Fire**—Children, no; young people, mature; adults, fair.  
**The Man with the Golden Arm**—Children, no; young people, mature; adults, matter of taste.  
**Man with a Gun**—Children, yes; young people and adults, western fans.  
**Miracle in the Rain**—Children and young people, matter of taste; adults, tear jerker.  
**The Night My Number Came Up**—Children, yes; young people and adults, very good.  
**Parfait**—Children and young people, no; adults, poor.  
**Picnic**—Children, no; young people, very mature; adults, provocative.  
**The Queen Bee**—Children and young people, no; adults, poor.  
**Rains of Ranchipur**—Children, no; young people, poor; adults, matter of taste.  
**Rebel Without a Cause**—Children and young people, no; adults, mature.  
**The Road to Deceit**—Children and young people, poor; adults, western fans.  
**The Rose Tattoo**—Children, no; young people, mature; adults, excellent.  
**Running Wild**—Children and young people, no; adults, poor.  
**Sincerely Yours**—Children and young people, matter of taste; adults, Liberace fans.  
**The Spoilers**—Children, no; young people and adults, poor.  
**The Square Jungle**—Children, yes; young people, good of its type; adults, matter of taste.  
**The Strange Passion**—Children, no; young people, mature; adults, fair.  
**The Tall Men**—Children, mature; young people and adults, farcical western.  
**Tarantula**—Children, poor; young people and adults, mediocre.  
**Target Zero**—Poor.  
**The Tender Trap**—Good entertainment.  
**Texas Lady**—Poor.  
**There's Always Tomorrow**—Children, yes; young people and adults, fair entertainment.  
**Three Bad Sisters**—Children and young people, no; adults, pure trash.  
**Top Gun**—Western fans.  
**The Treasure of Pancho Villa**—Run-of-the-mill adventure tale.  
**The Trouble with Harry**—Children, poor; young people, possibly; adults, disappointing Hitchcock.  
**The Vanishing American**—Fair.  
**The View from Pompey's Head**—Children, no; young people, possibly; adults entertaining of its type.  
**Will Any Gentleman . . . ?**—Poor.

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